REPORT RESUMES

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A BETTER CHANCE, ABC REPORT 1965.
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AN 8-WEEK SUMMER PROGRAM TO PROVIDE A TRANSITIONAL EXPERIENCE FOR 69 GIFTED CULTURALLY DISADVANTAGED GIRLS (GRADES 8 TO 11) WHO WERE GIVEN CONDITIONAL SCHOLARSHIPS TO INDEPENDENT HIGH SCHOOLS CONSISTED OF INTENSIVE TUTORING IN ENGLISH, READING, AND MATHEMATICS. A PROFESSIONAL TEACHING STAFF WAS ASSISTED BY UNDERGRADUATE RESIDENT TUTORS, WHO ACTED AS COUNSELORS AS WELL. ENGLISH AND READING CURRICULUMS WERE COMPLEMENTARY, WITH MUCH OVERLAPPING MATERIAL, AND INCLUDED LITERARY ANALYSIS, COMPOSITION, VOCABULARY BUILDING, COMPREHENSION, AND STUDY SKILLS, BASIC REMEDIAL WORK WAS NECESSARY TO TEACH THE GIRLS NOTETAKING AND TO LENGTHEN THEIR ATTENTION SPAN. THE MATHEMATICS CURRICULUMS WERE DIVIDED INTO ALGEBRA AND PREALGEBRA COURSES, WITH GIRLS GROUPED ACCORDING TO PERFORMANCE ON DIAGNOSTIC AND READING TESTS. STUDENT PROGRESS WAS EVALUATED BY THE FACULTY, BUT NO GRADES WERE GIVEN. A REGULAR PROGRAM OF ATHLETIC, CULTURAL, AND SOCIAL EVENTS ALSO WAS SCHEDULED. OF THE 69 GIRLS WHO FINISHED THE PROGRAM, 63 ENTERED THE INDEPENDENT HIGH SCHOOLS. (NC)

A BETTER CHANCE

An Educational Program

Sponsored by

MOUNT HOLYOKE COLLEGE

Assisted by the Rockefeller Foundation and

the Office of Economic Opportunity

in cooperation with the

INDEPENDENT SCHOOLS TALENT SEARCH PROGRAM

ED010778

Report by Mary E. Tuttle, *Director*
Betty A. Mitman, *Assistant Director*

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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**MOUNT
HOLYOKE
COLLEGE**

SOUTH HADLEY, MASSACHUSETTS 01075

OFFICE OF THE PRESIDENT

In a land that likes to pride itself on equality of opportunity, one of the greatest inequities that blurs our image is the existence of many bright youngsters who are frustrated in the search for a good education. Deprivation of opportunity from whatever cause, be it racial, cultural, or economic, is a social waste and a human tragedy.

It is difficult for a private college to find ways to help on its own campus, even though its faculty and students, on their own, can and do accomplish much in tutorial, recreational, and welfare projects. The college age is too late to begin the remedy. And it is no kindness to admit students whose weak earlier training renders them incapable of holding their own with their better trained contemporaries.

Accordingly, Mount Holyoke was delighted when the opportunity arose to join with a number of independent secondary schools in trying to meet the problem at an earlier age. The ABC project, tiny as it is on the national scene, offers a chance for a number of bright and striving girls to be exposed to the finest possible education instead of something less, and to realize dreams which were otherwise unattainable.

I am confident that many of them will be far better persons for the experience, and that their contribution to the world will be much the greater. And I am proud that by lending facilities, personnel, and support to the effort, Mount Holyoke has had a share in enriching their lives.

Richard Glenn Gettell

Richard Glenn Gettell

MOUNT HOLYOKE COLLEGE ABC COMMITTEE

Miss Grace E. Bates
Professor of Mathematics

Miss Meribeth E. Cameron
Academic Dean

Carol E. Craig, M.D.
Director of Health Service

Miss Anne T. Doyle
Assistant Professor of English

Miss Anne C. Edmonds
Librarian

Mr. Richard Glenn Gettell
President

Mrs. Richard Glenn Gettell

Miss Elizabeth A. Green
Director of News Bureau

Frederick J. Hinman, M.D.
College Psychiatrist

Miss Maxine Keith
Assistant Director, Office of Vocational Planning and Placement

Mrs. Oliver W. Kerr
Instructor in Psychology and Education and Assistant Director, ABC Program

Miss Florence S. Kimball
Registrar

Mrs. Jessie G. Lie
Associate Professor of Physical Education

Miss Lynda Lloyd
Assistant Director, News Bureau

Miss Clara R. Ludwig
Director of Admissions

Miss Drue E. Matthews
Director, Office of Vocational Planning and Placement

Mrs. Paul S. Mitman
Assistant Director, ABC Program

Mr. John C. Osgood
Associate Professor of Psychology and Education

Miss Jean Sudrann
Professor of English

Mrs. Henry N. Switten
Assistant Professor of French

Miss Mary E. Tuttle
Secretary of the College and Director, ABC Program

Miss Ruth E. Warfel
Dean of Students

Mr. Sam Wellbaum
Instructor in Theatre Arts and Speech

FACULTY AND STAFF

ABC Responsibility	Name	Previous Academic Year
Director	Miss Mary E. Tuttle	Secretary of the College Mount Holyoke College
Assistant Director	Mrs. Paul S. Mitman	Homemaker and Civic Worker
Assistant Director - Summer Program	Mrs. Oliver W. Kerr	Instructor in Psychology and Education; Acting Director, Gorse Child Study Center Mount Holyoke College
English Coordinator	Mr. Russell Mead	English Instructor Concord Academy Concord, Massachusetts
English Instructors	Mr. Robert de Vight	English Instructor Englewood School for Boys Englewood, New Jersey
	Miss Elizabeth M. Eidlitz	English Instructor The Masters School Dobbs Ferry, New York
	Mrs. Frances M. Franklin	English Instructor Charles W. Eliot School Cleveland, Ohio
	Miss Joanna Napolitano	Graduate Student University of Massachusetts Amherst, Massachusetts
	Mr. Davenport Plumer	Doctoral Candidate Harvard University Graduate School of Education Cambridge, Massachusetts
Mathematics Coordinator	Mrs. Dis Maly	Mathematics Instructor Emma Willard School Troy, New York
Mathematics Instructors	Mrs. William D. Briddell	Chairman, Department of Mathematics Worcester Senior-Junior High Berlin, Maryland
	Mr. William F. Favorite	Chairman, Department of Mathematics Wilbraham Academy Wilbraham, Massachusetts
	Miss Adeline B. Scovil	Mathematics Instructor Miss Hall's School Pittsfield, Massachusetts

ABC Responsibility	Name	Previous Academic Year	
Physical Education Instructors	Miss Jayne Ackerman	Instructor in Physical Education Mount Holyoke College	
	Miss S. Kay Isaly	Instructor in Physical Education Mount Holyoke College	
	Miss Wendy J. Willett	Instructor in Physical Education Smith College Northampton, Massachusetts	
Medical Director	Geraldine W. S. Shirley, M.D.	College Physician Mount Holyoke College	
Resident Tutors		Class	Major
	Priscilla L. Dawes	1967	Philosophy
	Susan E. Kaplovitz	1966	English Literature
	Constance L. Lindo	1965	Economics
	Lisa Van D. Pollard	1966	English Literature
	Virginia P. Riggs	1967	Chemistry
	Joan DeW. Seeler	1966	English
	Denise L. Thompson	1965	English Literature
	Susan H. Waller	1966	English Literature
	Emma L. Wood	1966	English Literature
	Gretchen E. Wyckoff	1967	German
Staff Assistant	Carol A. Roscoe	1966	English

MEMBER SCHOOLS

*Abbot Academy
Andover, Massachusetts

Avon Old Farms
Avon, Connecticut

*The Baldwin School
Bryn Mawr, Pennsylvania

*The Barlow School
Amenia, New York

Beaver Country Day School
Chestnut Hill, Massachusetts

The Berkshire School
Sheffield, Massachusetts

Birch Wathen School
New York, New York

Brooks School
North Andover, Massachusetts

The Cambridge School of Weston
Weston, Massachusetts

Cate School
Carpinteria, California

Cheshire Academy
Cheshire, Connecticut

The Choate School
Wallingford, Connecticut

The Collegiate School
New York, New York

Colorado Academy
Englewood, Colorado

*Colorado Rocky Mountain School
Carbondale, Colorado

*Commonwealth School
Boston, Massachusetts

*Concord Academy
Concord, Massachusetts

Cranbrook School
Bloomfield Hills, Michigan

Cranwell School
Lenox, Massachusetts

Culver Military Academy
Culver, Indiana

*Cushing Academy
Ashburnham, Massachusetts

*Dana Hall School
Wellesley, Massachusetts

Darrow School
New Lebanon, New York

Deerfield Academy
Deerfield, Massachusetts

DeVeaux School
Niagara Falls, New York

*Emma Willard School
Troy, New York

*George School
Bucks County, Pennsylvania

Governor Dummer Academy
South Byfield, Massachusetts

Groton School
Groton, Massachusetts

The Gunnery
Washington, Connecticut

Hackley School
Tarrytown, New York

*Miss Hall's School
Pittsfield, Massachusetts

Hebron Academy
Hebron, Maine

The Hill School
Pottstown, Pennsylvania

*The Hinckley School
Hinckley, Maine

Holderness School
Plymouth, New Hampshire

The Hotchkiss School
Lakeville, Connecticut

Hun School of Princeton
Princeton, New Jersey

Kent School for Boys
Kent, Connecticut

*Kent School for Girls
Kent, Connecticut

Kimball Union Academy
Meriden, New Hampshire

Kiskiminetas Springs School
Saltsburg, Pennsylvania

Lake Forest Academy
Lake Forest, Illinois

The Lawrenceville School
Lawrenceville, New Jersey

Lenox School
Lenox, Massachusetts

The Loomis School
Windsor, Connecticut

MacDuffie School for Girls
Springfield, Massachusetts

*The Masters School
Dobbs Ferry, New York

Maumee Valley Country Day School
Maumee, Ohio

Mercersburg Academy
Mercersburg, Pennsylvania

Middlesex School
Concord, Massachusetts

Millbrook School
Millbrook, New York

Milton Academy
Milton, Massachusetts

Milton Academy for Girls
Milton, Massachusetts

*The Mountain School
Vershire Center, Vermont

Mount Hermon School
Mount Hermon, Massachusetts

The New Hampton School
New Hampton, New Hampshire

Noble and Greenough School
Dedham, Massachusetts

*Northfield School
East Northfield, Massachusetts

Northampton School for Girls
Northampton, Massachusetts

Oakwood School
Poughkeepsie, New York

Oldfields School
Glencoe, Maryland

Orme School
Mayer, Arizona

The Peddie School
Hightstown, New Jersey

Phillips Academy
Andover, Massachusetts

The Phillips Exeter Academy
Exeter, New Hampshire

Pomfret School
Pomfret, Connecticut

*The Putney School
Putney, Vermont

Riverdale Country School
Bronx, New York

St. Andrew's School
Middletown, Delaware

St. George's School
Newport, Rhode Island

Saint Mark's School
Southborough, Massachusetts

*Saint Mary's-in-the-Mountains
Littleton, New Hampshire

St. Paul's School
Concord, New Hampshire

Salisbury School
Salisbury, Connecticut

*The Shipley School
Bryn Mawr, Pennsylvania

*Solebury School
New Hope, Pennsylvania

South Kent School
South Kent, Connecticut

Suffield Academy
Suffield, Connecticut

The Taft School
Watertown, Connecticut

Tilton School
Tilton, New Hampshire

Verde Valley School
Sedona, Arizona

Vermont Academy
Saxtons River, Vermont

*Walnut Hill School
Natick, Massachusetts

*The Waynflete School
Portland, Maine

Western Reserve Academy
Hudson, Ohio

*Westover School
Middlebury, Connecticut

Westtown School
Westtown, Pennsylvania

Wilbraham Academy
Wilbraham, Massachusetts

*Windsor Mountain School
Lenox, Massachusetts

*Woodstock Country School
South Woodstock, Vermont

Wooster School
Danbury, Connecticut

Worcester Academy
Worcester, Massachusetts

Wyoming Seminary
Kingston, Pennsylvania

*Independent Schools which have admitted one or more ABC girls

BACKGROUND AND PURPOSE

Arnold Toynbee has said, "Our age will be well remembered, not for its horrifying crimes, its astounding inventions, but because it is the first generation since the dawn of history in which mankind dared to believe it practical to make the benefits of civilization available to the whole human race." There could be no better statement of the rationale behind Mount Holyoke College's desire to be a part of the Independent Schools Talent Search Program (ISTSP) of providing A Better Chance (ABC) for highly motivated, promising, but educationally and economically disadvantaged, girls.

A Better Chance in this context meant an opportunity for girls who had completed eighth, ninth, or tenth grades to finish their high school education at a private secondary school contingent upon their successfully completing an eight-week summer course in English and mathematics at Mount Holyoke.

Dartmouth College and ISTSP pioneered the first ABC Program in the summer of 1964. For valid and cogent reasons it was limited to boys. In line with its long tradition of concern for the cause of equal opportunity, Mount Holyoke felt strongly that a counterpart of the Dartmouth program should be established for girls. This belief, happily, was shared by ISTSP, the girls' schools, and Dartmouth College. There remained only two hurdles --financing the program and getting commitments of scholarship dollars from the girls' schools. The program was financed by The Rockefeller Foundation, an anonymous donor, the Office of Economic Opportunity, ISTSP, and Mount Holyoke College. The girls' schools, though for the most part in not nearly as favorable an endowment position as the boys' schools, and with generally smaller scholarship budgets, rallied to the challenge, and with the help of matching dollars from the Rockefeller Brothers Fund provided the necessary financial aid to insure the first girls' ABC Program at Mount Holyoke in the summer of 1965. Additional scholarships were later made available through the Office of Economic Opportunity so that 70 girls could be admitted to the first program.

Both the Dartmouth and Mount Holyoke programs had much in common. Indeed Mount Holyoke consciously patterned its program after that of Dartmouth and deviated from it only as the needs, interests, motivations, and personalities of girls, as different from those of boys, became apparent and suggested change. The raison d'être of the program, however, was the same, as was our goal. It grew out of the need for providing a transitional experience for students selected by member schools of ISTSP to be recipients of scholarships, which the schools provided primarily for the purpose of creating within their populations a cross-section of American society. These students were defined risks who showed promise, but who, because of disadvantages inherent in the environments from which they came, could not be expected to fulfill that potential unless they were given the opportunity to flourish in a more enriched and demanding environment. The eight-week summer program was designed to offer large, concentrated doses of educational therapy in order to make possible a less traumatic adjustment to the more rigorous demands of the independent school. Another important purpose was to give the student the necessary self-confidence to hold her own and to compete effectively with her peers in the new and strange environment for which she was headed.

Project ABC served as the first step in a not less than two-year course geared to closing the gap between potential promise and present level of performance, and to insuring that a girl's higher education would be on a level commensurate with her ability.

Of the 70 girls who entered the program, 69 completed the course, and 63 enrolled in 25 different independent girls' or co-educational schools. Acceptance by the schools was, in most cases, in accordance with recommendations made by the ABC faculty and staff.

Perhaps the question most frequently asked by interested observers of the program is the extent to which it -- so small in actual numbers served -- can hope to do anything about the fundamental problem of improving educational opportunity for the many trapped in pockets of poverty and deprivation. The answer is not simple. Obviously the program is not aimed at the overall problem of improving public education, essential as this is, but at developing creative leadership through the best educational resources at our command. This seems justification enough for the relatively small dollar investment involved. Equally important, however, is the unmistakable impact these able minority young people will have upon their peers in the independent schools, who in turn will undoubtedly be in positions of leadership and influence. Admission of four to six ABC students a year in relation to total enrollments of 150 to 350 cannot help but create an impact which will be deeply felt by the participating schools.

Just as those of us at Mount Holyoke who were involved with the program will never be quite the same persons we were before our exposure to these able and courageous young people, so will those whose lives they touch as they move through the independent school experience and eventually into society feel their influence and profit therefrom.

SELECTION OF STUDENTS

Although Mount Holyoke College was the location of the ABC Program for girls, the students were selected by the Independent Schools Talent Search Program (ISTSP) and the independent schools.

James E. Simmons, Executive Director of ISTSP, actively searched for talented girls who were disadvantaged -- almost always economically, and usually culturally or educationally as well. He met and talked with teachers, guidance counselors, social workers, clergymen, and other community leaders throughout the country, telling them of the opportunity that the independent schools were eager to provide for bright, but disadvantaged, girls. These concerned adults sought out promising students, who could be respected for their personal qualities now, but in whom they caught a vision of a still greater realization of their potential, if they were given A Better Chance. As a result, applications from young people anxious to participate in ABC poured into ISTSP Headquarters in Hanover, New Hampshire. They came from many parts of the United States, but particularly from east of the Mississippi River.

The ISTSP Office then evaluated the applications, using three criteria: academic accomplishments; personal characteristics -- attitude, effort, and motivation; extent of deprivation -- economic, cultural, educational. The following factors were considered:

Academic	Grades, rank in class (Appendix B), the extent to which the applicant seemed "in control of" his local academic situation. Although less important, scores such as the Secondary School Admission Test, I.Q., and other standard devices of measurement were considered when available.
Personal	Attitude, effort, and capacity for improvement. Testimony was sought from teachers, guidance counselors, and resource persons. Personal interviews were held when possible.

Deprivation — Family (Appendix A), neighborhood, school. Was this a student who, because of environmental and educational circumstances, would not realize her potential to go to college unless given an opportunity to participate in the ABC Program?

A carefully selected group of applications was distributed to the participating independent schools, which then chose the girls they would like to admit. These girls received a letter from the schools accepting them "contingent upon their successful completion of the ABC Program." After the offer to attend the independent school had been received, the girls were enrolled in the 1965 program at Mount Holyoke.

In order to be eligible for the ABC Program, a student had to have completed the eighth, ninth, or tenth grade. If a girl wished to enter ABC after she had completed the eleventh grade, she could only do so, if she were willing to repeat the eleventh grade in an independent school in the fall. The independent schools felt that at least two years were needed with a student to accomplish any long-term results academically.

Negro girls were in the majority -- 55 of them or 79%. In addition, there were five Puerto Ricans, four American Indians, one Chinese, and five Caucasians. This heterogeneous mixture became a real community within a remarkably short period of time. The spirit and unity of purpose within the group rapidly cut across all man-made barriers and by the end of the summer the girls, many for the first time, were daring to trust.

FACULTY AND STAFF

Administrative Staff

The Secretary of the College served as Director of the program, but because of her other responsibilities could not devote full time to the ABC Program. An Assistant Director charged with the responsibility of handling the myriad of administrative details, essential though time-consuming, was employed half-time from January, 1965. A second Assistant Director in charge of program was employed for the summer.

The Director in consultation with the ISTSP staff, the Dartmouth ABC staff, and the independent schools was responsible for the overall planning of the program.

She worked with the English and Mathematics Coordinators, the two Assistant Directors, and members of the Mount Holyoke College faculty and administrative staff, in recruiting and selecting faculty and choosing the undergraduate Resident Tutors.

Responsibilities of the Director included budget and financial control; planning of orientation sessions for faculty and Resident Tutors; handling of problems of students involving ISTSP or an independent school; counseling students in danger of not being recommended; and the evaluation of students, faculty, and the program as a whole. In addition, the Director chaired all staff meetings and presided at Resident Tutor training sessions throughout the spring term.

The two Assistant Directors played a major role in planning and evaluating the program. In addition, the Assistant Director for Administration implemented all decisions made regarding staffing, Resident Tutor training sessions, faculty-staff planning conferences, and faculty housing, and handled inquiries from prospective students and other correspondence. She made all travel arrangements for ABC students and coordinated the mailings of information to ABC students, resource persons, and the independent schools. She acted as liaison between the ABC administration and other College offices, and arranged for dormitory and other College facilities and equipment, as well as for maintenance and food services. During the program she served as office manager in addition to her other duties.

The Assistant Director for the Summer Program lived in the dormitory with the students; was in charge of all living and dining arrangements for the summer; and served as housemother, counselor, and supervisor of Resident Tutors. She also handled the dozens of daily problems which are bound to arise in an experimental program of this kind involving 70 students and 26 faculty and staff members. The Assistant Director attended meetings of the faculty, Resident Tutors, and full staff, and served as the pivot around which the extra-curricular program revolved.

Physician

One of our College doctors served as full-time resident physician for the project. In addition to examining each student upon arrival she was on call throughout the summer and took responsibility for securing dental care and glasses for several students whose progress she felt would be hindered were these defects not corrected. The availability of competent medical service for emergencies and the day-to-day requirements of the young adolescent girl proved to be an important aspect of the program.

Faculty

We knew that the success of the program depended in large part not only upon the competence of the faculty but also upon the degree of their commitment to its purposes. We looked for master teachers of proven experience who through their capacity for love and their belief in the power of high expectations could inspire the best from their students. An important dimension, we felt, would be added if the faculty were composed of both men and women, Negro and white, and if they came from both public and private schools.

We selected two department Coordinators, in English and mathematics, and asked them to recruit the other members of the faculty, the final selection of whom was made by the Director in consultation with the Coordinator concerned. Members of the English, Mathematics, Psychology and Education, and Physical Education faculty at Mount Holyoke College together with the Academic Dean helped in the selection process. The full-time teaching staff numbered twelve, six in English (including reading), four in mathematics, and two in physical education. Of the total, four were men and eight were women, ten were white and two were Negro. Both Coordinators were teachers at participating independent schools. Physical education faculty were members of the Mount Holyoke College Physical Education Department. All were fully committed to a round-the-clock involvement typical of the teacher's role in an independent school. They were dedicated, creative, indefatigable, patient, and competent, and gave unstintingly of themselves to their students.

Resident Tutors

The Resident Tutors' role was vital to the whole program. We asked the impossible of these undergraduates -- to be teacher, model, friend, sister, disciplinarian, confidante, evaluator, counselor, and motivator all at the same time. The qualifications for participation included the completion of two years of college, demonstrated academic competence, seriousness of purpose, a love of scholarship, a commitment to the objectives of the program, a willingness to accept the rigors of the summer without concern for their own interests, emotional maturity, a sense of proportion, an ability to play hard as well as to work hard, reliability and integrity, creative imagination, an appreciation of the role of structure and discipline, the capacity to be firm, and a warm and understanding heart. To measure applicants against these criteria was difficult, but we relied heavily on recommendations from the applicants' peers (the house president group), and from members of the Mount Holyoke faculty and staff who knew them, upon cumulative records in the Deans' offices, and recommendations on file in the Office of Vocational Planning and Placement. The interview was crucial and was conducted by a panel of four: the Director and two Assistant Directors as permanent members, and the fourth place alternately being filled by different members of the Mount Holyoke faculty. That we succeeded in selecting a group which met the standards admirably was evidenced by their performance.

All undergraduates except freshmen were invited to apply. Fifty-two applications were received; 25 were interviewed and 10 selected to serve. Nine of the Tutors were each responsible for a group of seven or eight girls and one served as a floater to handle emergencies and to step in wherever she was needed. In addition, an undergraduate assigned to the News Bureau was responsible for handling publicity, arranging for press conferences, and guiding visitors.

During the spring term the Tutors met weekly for dinner during which various aspects of the program were discussed and planned. Guests at these dinners included the English and Mathematics Coordinators, the Mount Holyoke College Psychiatrist, faculty of the Physical Education Department, and social workers and educators concerned with the problems of the disadvantaged. During their spring vacation the Tutors visited independent schools and later in the term went as a group to Concord Academy where the English Coordinator taught. Curricular materials were made available to them as soon as these had been decided upon by the faculty. The Mount Holyoke College faculty realizing the importance of the role of the Tutor to the success of this program, voted to award academic credit to the Resident Tutors. In 1966 it is planned to expand this preparation to include a one hour weekly seminar sponsored by members of the Mount Holyoke College Department of Psychology and Education. The course will emphasize the teaching of English and mathematics. ABC curricular materials will be used and the ABC Coordinators who participated in the planning of the seminar will take part in some of the sessions.

The training program gave the Tutors an understanding of the job ahead and stimulated their thinking as to their role in fulfilling the objectives of the program. It also raised questions, some of which could not be answered; only experience itself could provide the response.

In addition to tutoring the individual members of their group, the Resident Tutors took responsibility toward the end of the summer for teaching drill sessions to groups of students having difficulty with grammar and basic arithmetic. Resident Tutors also proctored the evening study hall and participated in the afternoon athletic program and Wednesday afternoon activities.

The planning of weekends was the sole responsibility of the Resident Tutors. They were free to plan expeditions and activities for their own groups. And they did some ingenious things.

* * *

The entire staff -- administration, faculty, and Resident Tutors -- met together for a planning and orientation weekend session in May, 1965, and again for four days immediately prior to the arrival of the ABC girls on July 1. These sessions were invaluable, for we not only learned a great deal about each other, but the program which was hammered out was the synthesis of the group's thinking. Each of us could feel it was indeed our own.

PROGRAM

The objectives of our program were to prepare the students academically, culturally, and socially for life in an independent school.

Academic

It was felt by the independent schools that if a girl's English and mathematics were adequate, these skills would help in her understanding of other subjects. Consequently, the decision was made to limit the academic aspect of the program to mathematics and English. Each student had nine periods each of mathematics and English literature and composition a week, and six periods of reading instruction which included study skills. In addition, faculty members had conferences with individual students. Toward the end of the summer Resident Tutors conducted remedial sessions in both English and mathematics for selected students who were suffering from similar problems, for example, inability to handle dangling modifiers, comma splices, or fractions.

Supervised study hall, required of all students, was held from 7:30 to 9:30 six evenings a week. Resident Tutors proctored study hall, and faculty members were available to answer questions during the evening.

That the program was rigorous academically may be most clearly seen by reading the reports of the Coordinators and seeing samples of the assignments. Comments from the girls themselves indicated that their minds had been stretched and that they never before had been aware of their capacity for work.

Physical Education

Physical education was included in the activities of the ABC students four afternoons a week for two hours. The objectives of this phase of the program were:

1. to acquaint the girls with activities likely to be encountered in an independent school situation;

2. to develop the specific motor skills involved in the activities of field hockey, modern dance, swimming, and tennis;

3. to provide situations in which the girls could further their social and emotional growth;

4. to provide recreational experiences and an opportunity for gross muscular activity;

5. to develop each girl's capacity for movement.

In order to achieve these objectives the following program was offered: instructional courses in field hockey, modern dance, swimming, tennis, and body dynamics. The girls had modern dance twice a week and swimming three times a week for eight weeks, field hockey twice a week for four and a half weeks, and tennis twice a week for three and a half weeks. In addition, there were free swimming times during the late afternoon, and two splash parties provided special evening fun. Field hockey games were held Friday afternoons during the last four weeks so that the girls' newly acquired skill could be reinforced.

After eight weeks it was difficult to measure results, but the improvement in swimming was a very visible achievement. Only seven girls could swim on arrival in South Hadley; at the completion of the program all but three could swim across the pool. The delight and pride of a girl who finally "made it" was shared by the entire community. Field hockey, too, led to a real understanding of the game by all but four; in terms of achievement, the girls were grouped into four strong teams and two weaker teams by the end of the summer. Because of time limitations it was not possible for the girls to learn to play tennis. Considerable interest and enthusiasm were evident, however, and it seems likely that the girls will improve their tennis skills at their independent schools.

The physical education instructors agreed that the work was challenging, but highly stimulating and rewarding. It proved to be a real "on-your-toes" assignment and thoroughly enjoyable. Practically all of the ABC students made the most of the opportunities offered them in this area.

Cultural

There were two kinds of cultural activities -- the non-structured ones and those which were planned for the girls. The Resident Tutors were responsible for most of the implementation of the former. They subtly exerted a cultural influence by the prints they had on their walls, the types of books on their shelves, the music they played on the record players. The Hallelujah Chorus, played fortissimo one Sunday morning, brought almost the entire floor running to hear the majestic music. Informal discussions within tutor groups, conversations about a play the girls were about to see, or a concert at Tanglewood they were to hear, or background about ballet before they went to Jacob's Pillow formed the link between the non-structured and the structured cultural activities.

The creativity the Resident Tutors displayed in selecting weekend activities for their tutor groups was an indication of the depth of their understanding of the girls and the objectives of the program. In this they were aided by Mrs. Richard Glenn Gettell, the wife of Mount Holyoke's president, who gave countless volunteer hours to surveying cultural opportunities in the area, securing tickets for events, and arranging transportation, most of which was provided on a volunteer basis by residents of South Hadley. Excursions to Tanglewood and Jacob's Pillow were interspersed with camping weekends, trips to Boston, a pizza party, hikes, and other outings.

Two weekends were arranged for the entire group, and both were highly successful. Perhaps one, the Dartmouth weekend, should be classified as chiefly social. Two busloads of ABC girls -- all of them -- were guests of the Dartmouth ABC boys. The weekend was full to overflowing: a play, Tartuffe; a folksing; a dance; chapel on Sunday morning; and time to walk around the beautiful campus. It will not be forgotten!

The other weekend was the cultural highlight of the summer. On a Sunday morning everyone left for the Shakespeare Festival at Stratford, Connecticut and saw The Taming of the Shrew, starring Ruby Dee. The students loved it and were thrilled at meeting Miss Dee in an especially arranged interview following the play. She spoke of the excitement of discovery, her search for Truth through drama, and of acting as a way of getting inside oneself. And she told them of how she started her career in a church basement in Harlem and then by "striving in all the ways one does to succeed" came to be where she is today. This was indeed a highlight of the summer and an inspiration which will be long remembered.

To many ABC students a live theater production or a symphony concert was a first experience. The weekends provided a unique opportunity to broaden cultural horizons and to learn the joy of aesthetic recreation.

Social

How do you teach a teen-ager what to say to a guest, how to dress appropriately for different occasions, or how to correct her table manners? What suggestions do you give her on the matter of good taste? These are such subtle things, yet these are the very areas in which an ABC girl could be hurt, or ridiculed, or just know she was "different" in an independent school environment. We asked ourselves these questions many times before the program began.

Realizing that the Resident Tutors would be the key persons involved, we placed this important dimension of the program in their hands. The Tutors found that many of the girls needed little or no help in social matters. Most teen-agers have a way of knowing what adults want of them. Our girls sensed this, too, and tried hard to give their best to us. The Resident Tutors were, in every sense of the word, models. This fact was not stressed, yet the students knew it, and most of them learned by watching without a direct word being spoken. Occasionally, a direct encounter with the Resident Tutor and, in a few instances, with the Assistant Director was needed. However, the rapport between the Resident Tutor and her charges was such that the advice was given and received in a friendly and constructive way.

Perfection was not achieved, but the improvements in the social area were truly amazing.

Guests

Almost every evening guests from the Mount Holyoke College faculty, the surrounding area, and the independent schools joined the ABC community for dinner and after-dinner coffee. Student hostesses were assigned to each guest and the rest of the table was expected to help entertain the visitor. The improvement in the girls' ability to be at ease with guests, and even to enjoy them, was one of the most visible changes of the summer.

Representatives of most of the independent schools which had girls at ABC visited the program and met with their students. These people provided a very important link for the girls. The next step seemed to be less feared after the students had made a direct contact with someone from their schools. It is now apparent that the girls want and need as much information as possible about the new experience ahead. If they know what to expect and what they must be ready to face, the leap is possible and they are less apprehensive. Part of the ABC Program's responsibility, then, is to provide information about what lies ahead and allay doubts and fears.

Wednesday Afternoons

On Wednesday afternoons a variety of optional activities was offered to the girls. They were permitted to choose a maximum of two or even allowed not to participate. Most girls did enter into the activities and were exposed to new creative outlets. The art program consisted of work in three-dimensional design and oil painting. In music, an ABC choir was formed and sang at the weekly vesper service. Some girls also were given individual piano lessons. In drama, six scenes were cast so that each student who signed up actually had an opportunity to act. Modern dance gave the girls a chance to choreograph their own dances. And for the more athletically inclined, physical education activities, particularly swimming, were among the choices. We were particularly indebted to Mrs. Richard Robin, a music therapist and Mount Holyoke faculty wife, and Mrs. Richard Provost, a Mount Holyoke graduate student in sculpture, who taught the music and art programs respectively on a volunteer basis.

The culmination of the Wednesday afternoon activities occurred on the final weekend of the program when the ABC Field Day and Arts Festival was held. By this time the girls had become a really cohesive unit with great spirit, and it was never more apparent than at the Festival. A faculty-student volley ball game and field day events with the tutor groups competing against each other were followed by the dance program, art show, drama production, and music program. The students felt a deep sense of pride in their own accomplishment and in that of the entire group as well.

Vespers and Assemblies

Twice a week the entire ABC community met together at the Sunday evening vesper service and the Wednesday afternoon assembly program.

Although the girls were free to attend Sunday morning services at neighboring churches, and many of them did, we felt that it was most important that the whole group worship together. Since a strong religious faith would be of great assistance to the girls in maintaining the sense of inner security and strength of character which they would need so sorely in the challenging years ahead, we hoped that the vespers, in combination with the other religious influences in their lives, would nurture the girls' spiritual growth.

Visiting ministers, who volunteered their services, were familiarized with the purpose of the program and urged to have dinner with the ABC girls before they gave their sermon. The clergymen invited to preach were Negro and white, from urban and rural areas, and came from local and distant communities. Services were held in beautiful Abbey Chapel on the Mount Holyoke campus. Music was provided by a choir of ABC girls, many of them singing the great classics of church music for the first time.

Another point on which we felt strongly was that an offering should be taken at each vesper service. This decision was made so that the girls could have the opportunity of sharing with others. At the end of the summer they voted to send their gift to the Belchertown State School for use with retarded children.

The Wednesday assembly programs satisfied other needs. Each week a different speaker discussed a topic which would be of interest to the girls. Two faculty members who taught at independent schools discussed the differences between public and private schools and described what life would be like in the new environment. This was further amplified by the Headmaster of one of the participating independent schools. The Director spoke on the aims of the ABC Program and President Gettell described his adventures and observations when he went to sea as a teen-ager. Mrs. Richard Robin intrigued the audience with her talk on music therapy. Mr. James Simmons, Director of ISTSP, closed the formal series with an inspiring message describing the road ahead and the choices the girls would have to make. The last assembly was a treat to the students from the Resident Tutors. A clever skit depicted the Tutors' view of ABC. Needless to say, it brought down the house.

MOUNT HOLYOKE COLLEGE
ABC PROGRAM

DAILY SCHEDULE

	Monday-Friday	Saturday	Sunday
Day begins	6:50 a.m.	6:50 a.m.	8:00 a.m.
Breakfast	7:15	7:15	8:30
Class	8:00 - 8:50	8:00 - 8:40	
Class	8:55 - 9:45	8:45 - 9:25	
Break	9:45 - 10:05	-----------	
Class	10:05 - 10:55	9:30 - 10:10	
Class	11:00 - 11:50	10:15 - 10:55	
Lunch	12:10 p.m.	12:00 noon	1:00 p.m.
Faculty Appointments	1:00 - 2:00	Saturday noon to Sunday supper used for weekend trips **	
Athletics	2:30 - 4:30		
Free time	4:30 - 6:00		
Dinner	6:00	6:00	6:00
Vespers	------------		6:45
Study	7:30 - 9:30		8:00 - 9:30
Break	9:30 - 10:00		9:30 - 10:00
Day ends - LIGHTS OUT!	10:00		10:00

Mon. 8:15 - 10:00 a.m.
RT & Staff meeting

Mon. 2:15 - 4:00 p.m.
Faculty-Staff
meeting

Wednesday Afternoon
Assembly 1:00 - 1:30
*Creative Activities (1) 2:15-3:15
*Creative Activities (2) 3:30-4:30
*music, drama, dance, art,
swimming, science club,
literary discussion group
Faculty meeting 4:30-5:45

**Everyone is expected to return to campus in time for Vespers Sunday evening.

ENGLISH COORDINATOR'S REPORT

by Russell Mead, Head of the English Department, Concord Academy

I could not begin this report without expressing my gratitude to Dartmouth's first summer program, which saved us much time and error in finding our way at Mount Holyoke. It was our central reference point in many areas of planning, especially since the program did not send students back to their homes. I found that many of the enrichment materials gathered by other summer programs, although of use, were oriented exclusively toward improvement in certain skills, whereas we had also to consider the schools to which girls were going. This dual purpose weakened some strictly remedial parts of our English program, but gave us more freedom in the knowledge that where we were weak we could count on the schools' providing tutorial assistance.

Early in the planning sessions I decided on three premises which will account for variation from the Dartmouth program and possibly for weaknesses in our work. The first premise was that the English program would give a fair proportion of time to simple analysis of literature. I felt that we could not teach composition without providing a common body of experience from which to draw and, thanks to the advice of teachers whose experience was much more comprehensive than mine, that the girls could not be expected to use their own lives or fragile reading backgrounds as material. This latter assumption proved valid. There was, of course, no test of the former.

Second, I decided that teachers would have less autonomy than had been the case the summer before, partly because I felt if there were to be any significant evaluation of our work, if there were to be any consistency in the quality of teaching offered the girls, and if we were to profit from each others' pre-summer experiences, as well as those of the program, we would have to stay fairly close together. To avoid the other extreme of a Coordinator-dominated curriculum the entire department selected our texts, approaches, and emphases, embodying individual ideas from any source, so long as we seemed to agree.

Third, I determined that reading and English were the same discipline, not a very brilliant conclusion since I had never thought otherwise, and, following Dartmouth's recommendation, I attempted to gain cooperation between reading and English faculties. The subsequent achievements in order, emphasis, delegation of concentration, and reinforcement would have been impossible without a flexible reading consultant, and Mr. de Vight's handling of the reading program was outstanding.

After a summer's work I would say that I overdid the first premise, that we focused too much on literature and too little on composition; but I would plan to press even harder on the second and third premises, securing even greater uniformity in classroom materials by working throughout the year to share exercises and ideas, and attempting to correlate English and reading assignments even more.

A number of changes are inevitable, but the report which follows is not concerned with remodeling except indirectly in a criticism of texts we used. To report what we did seems enough, and I hope that there may some day be established an effective gathering point for reports like this, so that those of us who work piecemeal during the regular school year can use the experiences of other programs, no matter how limited, in avoiding mistakes.

No attempt is made here to record our day by day planning. It was a matter of meeting in combined reading and English faculty meetings to decide on the emphasis to be used with particular works the following week, allotting to the English and reading teachers different terms or skills to be introduced, especially where reinforcement could be provided by two or more teachers.

Sectioning

Each teacher had two sections, with seven to nine students in each section meeting each day, with an additional period three times a week. I did not divide the teacher's load into three sections because I felt any gain achieved in diminishing class sizes from nine to six would be lost by the extra burden it would place on the staff. Then,too, seeing that we had only eight weeks and that the girls were somewhat uncertain about the validity of being there, there was some gain in achieving class identity and in the scheduling of assignments and meetings, which was easier when the group remained whole in its second meeting instead of meeting with other sections.

Students were sectioned by ability first in mathematics and then in reading; no sectioning was possible in English. The primary disadvantage here was suffered by those entering eleventh grade, who did not get work sufficiently advanced. The theory that sprinkling older or better students throughout weak sections will provide stimulus for others seems to me invalid. At least with girls, clearly better students do not stimulate; they inhibit the responses of the weaker students, who are not willing to be embarrassed, to be wrong. If all share a similar weakness in ease of expression, the teacher can show much greater improvement than in normal heterogeneous sections, especially where time is limited. The chances of reinforcement through the approval of one's peers are also greater when all share certain weaknesses.

Curriculum planning

To elaborate on the introduction, the English and reading faculties spent more time together than adolescent boys at their first school mixer. Every work, every emphasis I asked for, was gone over and responsibility cooperatively assigned for parts of the curriculum.

As an example, on the first day English teachers handed out a brief letter introducing themselves to their students, having written the pieces so that reading classes, whose instructors had earlier received copies, could that day begin work on topic sentences and methods of developing an idea. We had agreed earlier to place our topic sentences in the same position in each paragraph as other teachers and to restrict the letters to four paragraphs.

The first English assignment was to produce a similar letter introducing the student to her teacher. Since we wanted also to achieve some coordination with Resident Tutors, we asked that as part of the assignment each girl read her letter aloud to her Resident Tutor. This technique gave us two benefits: girls began the long process of learning to read aloud to others or oneself to check for effective language, and Resident Tutors were established as part of the academic program, an establishment which was excellent in the beginning but which I marred by ineffective planning of later Tutor responsibilities.

After the girls had written their letters, reading teachers were able to look for topic sentences to check on their teaching of the day before, and English teachers, knowing the work in reading classes, were able to reinforce this learning by pointing out errors in topic sentences or development of ideas. In most written assignments of this type we decided beforehand the errors to be examined, so that the girls could often be introduced to the errors in reading classes and so that they would not be confused by receiving papers with the infinite variety of corrections to which English teachers are unfortunately heir.

That first day, too, the short story anthology we were to use in English was given out by the reading teachers, who discussed the effective examination of a new text, the use of table of contents, index, and the like. Our second assignment was to begin reading in this anthology, and we achieved reinforcement here by asking in English discussions for those points for which they had been told to look in reading class.

At this time we began to file all student and teacher papers. Each student paper, when corrected and no longer of use for conferences, was placed in a manilla folder, as was all material handed out by each teacher. We kept two notebooks into which teacher materials were integrated by the area they were meant to cover, as characterization, figurative language, etc., so that other teachers could use exercises that seemed effective and so that I could allow for teachers to approach the course in ways they had through their own experience found most effective. There was considerable exchange of materials, and we all came out of it rather better teachers from this cross-examination. In the same way I was able to read the work of all students, to gauge correction, revision, and achievement. Student files were available to all teachers and Resident Tutors and formed the basis at summer's end for uniform evaluations of student progress.

Such open files may seem to violate the master teacher's right to individuality; but their purpose was cooperation, not evaluation, and I must state my admiration for the English faculty's willingness to cooperate freely. I should think, looking back, that such an attitude separates the excellent teacher from his fellows.

Even such a superficial examination as that above of the first two days gives some idea of the difficulty in presenting the syllabus of our summer. What follows here, then, is a list of works used in their order of assignment with an idea of the emphasis we placed on each.

Texts

One thing which surprised some of us from independent school teaching and may have shown our naiveté was the difficulty we had at first in getting students to write in their books. Well into the summer girls would still ask, "Is this really mine? To keep?" We made a fairly good start, thanks to the reading people, in teaching what to underline, but were not able to accomplish as much as we would have liked. Old habits persevere.

We began the summer with Schramm's Great Short Stories, using its introduction and in general the following stories: "The Outcasts of Poker Flat," "The Open Boat," "All-Gold Canon," "The Furnished Room," "The Jilting of Granny Weatherall," "The Red-Headed League," and "Now I Lay Me." We discussed in these pieces point of view and devices of characterization. The section of this report with examples of student writing contains two questions from an examination on these two terms. Since we also handed out The Pearl at the beginning, students were encouraged to read "Leader of the People" on their own, and later were to use "The Jilting of Granny Weatherall" and in most instances "Now I Lay Me" when we introduced the stream of consciousness technique.

Member of the Wedding was next given out, and work continued in analysis of fiction and in Stop, Look, and Write, a new collection of organized photographs edited by Leavitt and Sohn.

The photographs were excellent places from which to begin, like the literature a common ground of experience, and of greatest use in beginning our studies of characterization, emphasis, and inference.

We used the anthology Essays Old and New by Jameson, and each teacher selected his own works to introduce emphasis, sequence, unity, and developing an idea. Of these, the first and third were most effectively done.

Ethan Frome was the last modern novel handed out, and it proved to be the most successful. On this and Member of the Wedding students were asked to write somewhat more developed papers, using the techniques of paragraph organization learned in reading classes.

Julius Caesar was also read about this time, with a trip to Stratford, Connecticut to see The Taming of the Shrew. Students were asked to write on incidents in the former, especially after reading the Forster essay.

Teachers used selections from A Journey of Poems, edited by Niebling, to introduce and stress reading for the main idea, an early emphasis of the reading classes, and to introduce the recognition and evaluation of connotative language. An essay in this area, taken from the Commission on English examination booklet, was used, as was material from Hayakawa's excellent revised text. Since many of the students larded their writing with either slang or overformal phrases, the concept of levels of diction was introduced at this time.

Correctness and Precision, by Grant, Bracher, and Duff, and Writing: Unit-Lessons in Composition, IIC, by Brown, Kowalski, and others, were used sparingly. The former was found to lack sufficiently simplified explanation of those errors the weakest students committed, and the organization of the latter simply did not fit the course sequence and emphasis we found most effective.

The Bull from the Sea was not required, although most students read it; and we assigned in the Fitzgerald translation of The Odyssey Books IV, IX, X, XI, XII, XXI, and XXII. The scholarly changes in spelling of the latter work were unfortunate for our purposes, since they tended only to confuse students whose knowledge of mythology was not strong anyway.

Outside study and tutorials

The one o'clock conference period was used for individual tutoring and later in the summer for instruction in mechanics by Resident Tutors, a practice so successful that I would hope to expand it another year.

Because we had only a two-hour study hall in the evening, assignments were necessarily shorter than in the Dartmouth program, but the girls were generally effective in their use of study hall. In another variation, we assigned teachers to be on hand for assistance during the evening period. Two English or reading teachers and two mathematics teachers were thus available to give help and, although this arrangement was tiring for the faculty, it allowed us to learn quickly whether or not students understood their assignments and knew methods of study. When they faltered, teachers spent more time on reading and following directions, and the reading teachers included more time on study skills. Girls who could not be seen in the conference period were available at this time for extra work, and it was enlightening but often disturbing for us to see immediately the troubles our students had with particular assignments. This knowledge aided in our weekly planning sessions, and we found throughout the summer that we had to revise early estimates downward, to simplify, and often to repeat.

Composition

We began with an introductory letter and its re-write and a short characterization based on a photograph, and continued at each teacher's discretion, asking for longer and longer development of ideas. Since I felt strongly that papers of any length greater than five hundred words were useless teaching instruments for weak students, none were assigned longer than that except for the few advanced students entering eleventh grade.

Most papers were re-written with teacher recommendations, some with the active aid of the girl's Resident Tutor. We concentrated in the last weeks on the kinds of writing students had generally not been asked to do before but would encounter later, writing "on" a work and "on" an abstraction, and writing comparisons. There was not time to do much with the last type.

Lectures

To complement the teaching of note-taking in the reading classes, and to introduce students to another form of exercise in their weakest area, gaining important information through listening, about which more is said later, I asked various members of the department to lecture in the large hall set aside for assemblies. After each lecture the girls went over their notes with the reading instructors, were taught some of the techniques of reviewing notes for examinations, and were responsible for these notes in each examination.

The first lecture dealt specifically with The Pearl and John Steinbeck. The second, given after the students had read Member of the Wedding and had seen the motion picture adapted from the author's play, covered abstractly the differences between the novel and drama in terms of point of view, devices of characterization, and flexibility in time and space, all terms which had been emphasized during the summer. The students were quite good in applying these terms to specific works, but the lecture was too abstract to be of use to them.

The third dealt with the basic stories of Greek mythology and with their subsequent importance in literature and was a preface to the reading of The Odyssey and The Bull from the Sea.

Examinations

In order to give the girls experience in testing techniques they could expect to meet at the independent schools, we gave three essay examinations. The first, one hour, was administered in classrooms by individual teachers; the second, ninety minutes, in the lecture hall with proctors; and the third, two hours, in large rooms accommodating thirty-five students each. Parts of the second examination are included with examples of student answers.

The grading of these papers imposed more work on English teachers. Each essay section was read by the three faculty members who did not have the writer of the essay in class, and the grade given was an average of the three marks. Other examinations sections were marked by the girl's teacher after we had decided as a group on the answers and weighting. Median and average scores helped us to place the girl in relationship to the others. Grades as such were not given out to students, nor were any (with one or two exceptions) given on papers, for two reasons: we felt that no standard could possibly be valid for three grade levels about to enter twenty-five different independent schools; and more importantly, we saw no benefits in the grades which might result from an attempt to be scrupulous and fair to our regular school year selves nor from those standards which would represent only the program enrollment. The girls knew that they were weak in important areas, and they had no illusions whose destruction would have served any academic purpose. Thanks to the reports of our Dartmouth counterparts, we tried to soften the disillusionment of girls who were often selected because they were first in their schools, but who were dismayed to learn that they might be last in the schools to which they were going. So great was their worry on this point that we felt another year we ought to give a few quizzes of the type to which they were accustomed to provide them with a sense of accomplishment they deserved and which we could not instill by our personal reassurances.

Sample work

Following are some examples of student work. In general we went through two periods of adjustment in regard to the ability and training of our students. At first they seemed much more articulate than we had anticipated. Most had, after all, been selected for the program because they had shown in classroom situations an ability to respond to questions and to take part in discussions; but we soon found that this ease of expression was couched primarily in a classroom vocabulary and that when new material was introduced, new concepts stressed, new demands made, the girls' organizational and language weaknesses were obvious; and we had to re-group somewhat and to revise our estimates about the material we would be able to cover.

I have selected these pieces to show the range of submissions as well as to generalize about the kinds of errors made by most of the students. It is my feeling from reading all the papers that the girls improved in the work we asked them to do; but that we worked no miracles. I think more effective organization of the English work will help them to achieve more, but I also feel that one cannot expect the girl herself to be able to absorb too many changes in only eight weeks. Obviously these skills can be learned only from the habit which reinforcement at their schools will instill.

Two responses

The questions to which these papers respond appeared on the second essay examination late in the summer, after the reading of Ethan Frome.

The first question

(20 minutes) Following are two passages from Ethan Frome. Read each carefully. Your answer to the question which follows must be based specifically on the passages, and may not include material from other sections of the novel.

A. Against the dark background of the kitchen she stood tall and angular, one hand drawing a quilted counterpane to her flat breast, while the other held a lamp. The light, on a level with her chin, drew out of the darkness her puckered throat and the projecting wrist of the hand that clutched the quilt, and deepened fantastically the hollows and prominences of her high-boned face under its ring of crimping pins.

B. The other woman was much smaller and slighter. Her hair was as grey as her companion's, her face as bloodless and shriveled, but amber-tinted, with swarthy shadows sharpening the nose and hollowing the temples. Under her shapeless dress her body kept its limp immobility, and her dark eyes had the bright witch-like stare that disease of the spine sometimes gives.

Question: Explain the similarities and dissimilarities of these two passages in terms of language and devices of characterization. The lines are numbered so that, along with direct quotes, you may refer to specific phrases in each passage.

Student sample #1

"Direct statement by the author characterizes the woman in both passages. The language used to describe the woman in B is metaphoric. She is compared to her companion: 'Her hair was as grey...her face as bloodless.' The most vivid comparison, however, appears in line 5, '...her dark eyes had the bright witch-like stare....'

"Although comparison is not used in A, verbs and adjectives are employed to produce the same detailed effect. Phrases like 'The light...drew out. ...her puckered throat and the projecting wrist...clutched...and deepened...' all aid in clearly characterizing this person."

Student sample #2

"In both of these paragraphs, the author is using physical description; for instance the line 'she stood tall and angular' and the line in the second paragraph '...women was much smaller and slighter.' Both of these paragraphs gave me the feeling of something unnatural happening, because of the dreary language used in the paragraphs. The differences are that the second paragraph uses a simile in the fifth and sixth line, and compares the women in this paragraph with the one in the second."

Both responses to this question show attempts to write a comparison rather than a two-part, divided statement. The second piece is weak but was a considerable improvement for the writer. We were more successful, I believe, in teaching organization, with the help of the reading teachers, than in fluency of expression, perhaps because the techniques of organization were often new to the girls, whereas improvement in language was to some extent inhibited by heavily idiomatic backgrounds and their subsequent habits of expression.

A second question

(20 minutes) Read the two passages following, both from Ethan Frome. As you will notice, the first is from the opening of the novel and the second from chapter one. Unlike your work in Question II, your answer here may refer to your general knowledge of the novel.

A. I had the story, bit by bit, from various people, and as generally happens in such cases, each time it was a different story.

If you know Starkfield, Massachusetts, you know the post-office. If you know the post-office you must have seen Ethan Frome drive up to it, drop the reins on his hollow-backed bay and drag himself across the brick pavement to the white colonnade; and you must have asked who he was.

It was there that, several years ago, I saw him for the first time; and the sight pulled me up sharp.

B. The village lay under two feet of snow, with drifts at the windy corners. In a sky of iron the points of the Dipper hung like icicles and Orion flashed his cold fires.

Young Ethan Frome walked at a quick pace along the deserted street, past the bank and Michael Eady's new brick store and Lawyer Varnum's house with the two black Norway spruces at the gate.

The night was perfectly still, and the air so dry and pure that it gave little sensation of cold. The effect produced on Frome was rather of a complete absence of atmosphere, as though nothing less tenuous than either intervened between the white earth under his feet and the metallic dome overhead. "It's like being in an exhausted receiver," he thought.

Question: These passages illustrate the two different points of view used by Edith Wharton. Write a brief essay stating the relationship between the points of view and the effect each creates and explaining the resultant difference between the two passages.

Student sample #3

"Edith Wharton uses the first person in passage A because 'I' seems more conversational and holds the attention of the reader while she lays the foundation for her story. The effect produced is that of an outsider looking in, which arouses curiosity about what actually has happened. This point of view also gives an excellent opportunity to give a bit of physical description of the town without having to relate it to the character.

"In passage B she starts off with the first person again to introduce us to Ethan Frome but she goes into the omniscient point of view in order to convey what Ethan is thinking. This technique is helpful in establishing the character's interpretation of circumstances, whereas first person is only effective in giving candid descriptions. When the author uses first person, the reader tends to accept her point of view as what really exists. However, the character's thoughts are clearly his opinion of what he thinks is going on."

Student sample #4

"The author, in paragraph B is giving a setting, and she's also describing the actions of Ethan Frome, or giving a picture of him. In the first paragraph, or A, the 1st person is also describing Ethan Frome and his actions.

"Paragraph A is vividly telling us what Ethan Frome looks like, and it also gives us a small picture of the kind of person he's like.

"Paragraph B is giving us a picture of the village and is telling how Ethan walked down the street, how he felt and what the street looked like.

"Paragraph A would give you the impression that Ethan was cripple but was very promt and perfunctory.

"Paragraph B would give you the impression that the village was very isolated in the winter. And that Frome had no atmosphere at the moment."

Sample number three was our best answer to what is obviously a more difficult question than the first one included. Apart from weakness in labeling the point of view of the second passage, a fuzziness that I as an instructor probably caused in attempt to simplify the concept and reduce it to four types, the piece shows relatively good horizontal organization.

Sample number four is weak, of course, though by no means the poorest response we received. It does, however, show again an attempt by the writer to organize. In our first examination nearly all students, asked to give three examples in a unified essay about courage, wrote instead three paragraphs on three different characters who seemed to them courageous, failing to introduce or to unite any ideas on courage apart from descriptions of characters. Sample four should also illustrate my earlier statement about fluency, as well as a sense of what I meant by "classroom English," especially in the last two paragraphs.

To combat the reliance on home-grown idiom, we could not achieve much improvement by abstract studies of diction levels and instead attempted to correct phrases one at a time. As indicated before, the girls' ears needed tuning, listening for content and for errors in diction. In this context the Dartmouth dictation exercise would seem to present possibilities for improvement, and I am sorry we did not have time to test its effectiveness.

Student sample #5

Following are two pieces by the same student. (I have changed proper names.) The attempt to organize the second work shows improvement but is also a fairly honest indication of the inability of a short summer to do too much.

> Dear Mrs. Franklin,
>
> I was born April 7, 1951.
>
> I live in Orthodox, Long Island in New York.
>
> My family consists of my mother and my sister Betsy who is 10. Betsy attends elementary school in the vicinity. She loves outdoor sports and activities.
>
> I went to school at Harold R. Wilson Junior High 8. I participated in many activities such as the student government of which I was 8th grade Vice-President, school charous, and a kindergarten monitor. However before attending Wilson, I lived in California for two years in Los Angeles.
>
> My favorite subjects are reading, history and English. I particularly enjoy English because it gives me a chance to express myself in writing.
>
> My favorite hobbies are reading, sewing and raising parakeets. I really enjoy working with smaller children and animals.
>
> I want to be a child psychologist. I feel I will be able to help those not equipped mentally to face life on their own. I hope my career will benefit all of mankind.
>
> Sincerely yours,

And, five weeks later:

Anthony

"Antony, one of the characters in Caesar, is a very trecherous, cruel, corrupt, ambitious, revengeful, and shrewd person. I will tell about a few of his personal traits in the following paragraphs.

"One of the personal traits of Antony is his shrewdness. This is brought out by the way he tricks Brutus into thinking that he is on the conspirators side. One of the best examples of his shrewdness is his speech against the conspirators, praising Caesar. He has swayed the people to beleive that what the conspiraters did was wrong by holding up Caesar's body and toga and morning over him.

"Another personal trait of Antony is his loyality to Caesar. This is brought out by his obedience to Caesar when he consented to touch Calphurnia in the race. After agreeing with the conspirators over their noble act, Antony begs Caesar's pardan for agreeing with them, and swears to avenge his death. His loyality to Caesar is also brought out by his speech to the people praising Caesar and his deeds.

"Antony is a convivial person. This is said by Caesar. He enjoys music, plays, sports etc.

"Antony has shown that he wants power. In Act 4, Scene 1, Antony shows that he is willing to do anything to get power. This act also brings out the cruelty in him."

Summation

I see no special merit in repeating what has been said. Because the ABC Program was selective, work in English was relatively easier to organize and put into effect than it would have been with an even broader range of students. The group's size allowed me to know most of the students and their work and to supervise, plan, or review all the work of the teachers.

I believe that we have a responsibility to find more efficient techniques of teaching the disadvantaged and to refine old ones, and I anticipate that out of the first two summers we shall be able to produce a sizable compilation of tested exercises and techniques which can be shared with other workers in the field, including, before next summer I hope, a composition and grammar book which takes into account the limitations of time of summer programs and the ineffective but limiting familiarity of students with the vocabulary of grammar explanations.

Apart from this responsibility, I feel rather strongly that the sixty-plus girls now in independent schools with an incomparable opportunity to lead full lives are our primary justification. Certainly they are the reason each of us met something new and necessary in this summer of content.

READING REPORT

by Robert de Vight, Director, Educational Reading Service, and formerly English Instructor, Englewood School for Boys

This discussion will enumerate several dimensions of the ABC Reading Program, identify areas of strengths and weaknesses, and suggest areas for improvement next summer.

I was concerned that the reading classes not be thought of as isolated from the summer curriculum. In order that reading not be thought of as a subject, but as a skill which is used in all subject areas, effort was made throughout to coordinate the reading program with the English curriculum. This, I feel, was one of our greatest strengths. In my opinion, this emphasis should be repeated and extended.

During weekly meetings with the English Department, English faculty members would point out areas of weakness -- drawing conclusions and inferences, using connectives, taking lecture notes, identification of main ideas, following directions -- which would then be incorporated into the reading curriculum. Note-taking was studied and practiced on lectures given by the English Department. These notes were discussed and corrected during the reading classes.

In essence the program this summer had two major objectives. The first was to correct, extend, and develop the reading skills of the 70 girls enrolled in the program. It aimed at correcting those reading deficiencies which were the result of exposure to unsystematic sequential instruction in basic reading skills, extending those reading techniques which had been introduced in previous grades, and developing the new techniques and abilities demanded by the introduction of more complex and challenging materials in the independent schools. The second objective was to identify strengths and weaknesses of the individual students in order to give the independent schools information which would aid them in future work with the girls.

The Diagnostic Reading Tests were used as a means of general sectioning. The Total Comprehension raw score was the basis of sectioning regardless of grade level. There was a maximum of six sections in which to fit the 70 girls. Each class had 11 or 12 students.

The results of the initial testing revealed need for work in the following areas: vocabulary, comprehension, and study skills.

The vocabulary unit was aimed at three areas: contextual or meaning clues, use of structural analysis, and the use of the dictionary. Words, Words, Words, a volunteer project, was a booklet compiled by the students. Each of the students was assigned one root. Then they located words derived from that root. They were asked to account for the meaning of the prefix, suffix, and root in the word. The students who participated in this project were most enthusiastic. I suggest that similar group and individual projects in the area of vocabulary improvement be incorporated next year, and that all students be asked to participate.

I discovered that selecting a word each day that "came out of" class discussion, analyzing the word, and using it in many different contexts was valuable. The students seemed to need the experience of hearing and using the word often before they would feel comfortable with it and be willing to use it themselves.

The comprehension unit was begun with recognition of key words and phrases and the significance of punctuation in the meaning of a sentence. The identification of topic sentences and discerning main ideas of the paragraph were approached next. The longer selection was studied to discover the extensive development of a theme. With the longer selection or essay, we attempted to discover the author's pattern of idea development. The detection of assumptions and inferences, definition of the author's purpose, and comparison and contrast of different points of view were discussed and practiced on the essay.

I approached the paragraph by introducing the various types of paragraph development: narration and description, cause and effect, comparison and contrast, definition, and example. This established a meaningful carry-over into the English Department's work on composition.

The importance of proper allocation of time was the springboard from which we began our first meeting. A schedule for daily assignments, use of free time, and organizing time allotments for homework was distributed. I suggest that this valuable and necessary tool be mapped out during class and a schedule that the class agrees upon be mimeographed for distribution each week. The following skills were discussed and practiced: pre-reading, skimming, outlining and note-taking, and summarizing.

I would like to see essays represented from various subject areas such as history and science. This, I feel, would serve to correct some of the deficiency in communication skills and develop a richer background of experience to bring to their reading. When possible, selections related to novels to be read in English class would greatly enrich the students' appreciation of that novel. With a wider background of knowledge and realistic encouragement, the students may begin to trust their own judgment and conclusions.

The girls tended to have poor attention spans and consequently experienced difficulty in following directions. Future programs should continue to highlight and develop the skills of note-taking and listening to and following directions. One method might be to tape a short lecture and play it back during class, pointing out the main ideas, details, and non-essential information. Work on following directions should be oral and written. Attention should be given to the girls' inefficient test-taking skills.

I suggest that next summer two sections of the better readers be scheduled to meet three days a week for a developmental reading course. This would make it possible for the reading teachers to schedule the poorer readers into six sections not to exceed six students each. The reading consultant could then schedule classes so that he could tailor instructional methods and materials to the most important needs of the individual students.

Each reading teacher should be responsible for not more than 35 students. Informal Reading Inventories should be administered to students who have evidenced signs of serious reading difficulties. This should be done within the first two weeks. Specific weaknesses should be identified early in the program so that these students receive the attention they need. With classes no larger than six, it would be possible to teach to these specific weaknesses.

MATHEMATICS COORDINATOR'S REPORT

by Janet A. Maly, Head of the Mathematics Department, Emma Willard School

The 70 girls whom we taught in the Mount Holyoke College ABC Program came to us with varied academic backgrounds, having completed the eighth, ninth, tenth, or even the eleventh grade in their respective schools. Consequently, some had studied no algebra; some, one or two years of algebra, or a year of algebra and a year of geometry; and a few had completed two years of algebra and one of geometry.

In general, the girls were slated to enter the ninth or tenth grades in their prospective independent schools, although a scattering expected to be eleventh graders. We felt that we could best serve our students by making as certain as possible that they would be able to do solid work in ninth or tenth or eleventh grade mathematics. We decided that the strongest preparation for ninth grade algebra would be a good pre-algebra course and that intensive work in elementary algebra would be most helpful to those going into either geometry, a second course in algebra, or a combination of the two.

All of the girls took a 90-minute diagnostic test in arithmetic on the first morning of their three-day orientation period. For this we used the test given the previous summer to the boys in the Dartmouth College ABC Program, so that we could compare our results with theirs. The girls who reached or exceeded the median score on this test were asked to take a 90-minute diagnostic algebra test. This was a modified form of the one given by the Dartmouth people during the previous summer. Copies of both of these tests appear in Appendix F. As a result of these preliminaries, we placed 33 girls in a pre-algebra course and the remaining 37 in algebra.

The pre-algebra students met for nine 50-minute periods a week. They completed the work in Unit I on Arithmetic and Unit II on Algebra in Introduction to Mathematics by Brumfiel, Eicholz and Shanks. We felt that this course was most successful with those girls who had not been previously exposed to algebra. The work covered was challenging and interesting to them. The girls who had studied algebra before, but had received low scores on the first diagnostic test and therefore were placed in this course, might have been better served by a straight algebra course with heavy emphasis on basic ideas, and much extra remedial work.

The algebra students also met for nine 50-minute periods a week. Their basic text was Mathematics - An Integrated Series, Book 1, by Price, Peak, and Jones. The content of the book was essentially covered except for the work on the exponential and trigonometric functions.

Seven of these girls were placed in a special section since they had had more preparation and had scored conspicuously higher on the diagnostic test in algebra. They spent less time on standard topics and more on what might be termed enrichment materials. Their teacher devoted much time and effort in the development of the materials which he used. He also employed English materials prepared by the staff of St. Dunstan's College, Great Britain, and published by Houghton Mifflin in its Contemporary School Mathematics series. We were not in complete agreement as to the value of this material in a summer program with aims such as ours. The topics studied were interesting to the girls, however, and, another year, might well provide stimulating material for an interest group or club.

Although we felt that, in the main, our program accomplished what we intended that it would do, we have several thoughts for improvement next year. We are quite sure that, psychologically, all of our students were ready to study algebra on some level, in spite of the almost incredible variation in academic preparation which we encountered. It seems to us that our pre-algebra text could be used most profitably for remedial work with the weaker students while they pursue the study of algebra. The Resident Tutors could be of very great help to us in implementing this remedial program. Another year we will make an effort to set this up with great care.

To help us place our students correctly, another year we should like to seek and receive more detailed information from the school sending the girl to the ABC Program about her mathematical background. Rather than spending 180 minutes in diagnostic testing, for most of the girls, we think that it will be possible to gain as much insight from one carefully constructed test. Since it is undoubtedly possible to find out late in the spring the tentative plan of each independent school concerning the placement of its prospective student in its mathematics program, we might well consider grouping the girls according to this criterion, and then section homogeneously within each group.

At the conclusion of her respective course (pre-algebra or algebra on either level), each student took a two-hour final examination. Copies of both tests appear in Appendix F. We were pleased by the gains exhibited by the majority of the girls.

In general our 1965 ABC girls were well motivated and eager to do their best. At the start of the summer many of the girls had an inflated notion of their mathematical prowess, and they felt that we were underestimating their ability. Because we felt that it would be unrealistic and unfair to do otherwise, however, we used rather rigorous independent school standards in our courses. As soon as our students realized that we expected solid mathematical achievement of them, with few exceptions they were cooperative and easy to work with. Although a few of them had little mathematical ability, most of them were adequate in this respect. Many, however, did exhibit gross deficiencies in their academic backgrounds. For some, difficulties with language and interpretation of the printed work were paramount. Mostly, though, their troubles were those familiar to every secondary school mathematics teacher throughout the land. If there were special areas of difficulty, we have tried to indicate this in our individual reports on each student.

MATHEMATICS TESTING, MOUNT HOLYOKE ABC PROGRAM 1965

Ninety-minute diagnostic tests were given in arithmetic and algebra on the first day of the session.

Re the arithmetic test: 70 girls were tested

Possible score	72
High score	66
Low score	9
Median	33

Re the algebra test: 54 girls were tested

Possible score	100
High score	72
Low score	2
Median	25

Two two-hour examinations were given as finals, one in pre-algebra and one in algebra.

Re the pre-algebra test: 32 girls were tested

Possible score	100
High score	91
Low score	27
Median	57

Re the algebra test: 37 girls were tested

Possible score	100
High score	77
Low score	18
Median	45

MEDICAL REPORT

by Geraldine W. S. Shirley, M.D.

With the exception of one serious bicycle accident, it was a good summer from the medical standpoint. There were no epidemics and no illnesses that caused an undue loss of class time. There were the anticipated number of colds, cases of non-specific gastro-enteritis and of nostalgia. There were three girls who developed an otitis externa after swimming. None of these were serious infections. It is questionable whether or not more care in drying the ears after class would have helped. However, it might be wise to stress this care to girls to whom swimming is a new experience.

A more serious problem was that of bicycle accidents. One girl had to be hospitalized for sixteen days. The other accidents were less serious but eight girls had to receive medical attention as a result of them. Next year a bicycle for each girl is not to be part of the program.

Another problem devolved from the physical state of many of the girls upon admission. Although a medical form was sent to each girl's home with the usual requests for a physical examination and immunizations, many forms were returned incompleted with the result that throughout the summer students were being identified who needed dental and eye examinations. Since most of the girls come from urban areas where these services can be obtained if not free, at least for a very moderate fee, it seems only reasonable to urge that all students who enter next summer's program comply with this admission request. During the summer, thirteen girls who had not previously worn glasses received refractions and were fitted with glasses. Eleven girls received prescribed dental services.

Psychologically our girls were surprisingly well-adjusted. A few with reactions to family problems were seen by the Mount Holyoke College psychiatrist.

RESOURCE PERSONS

We are deeply indebted to the educators, social workers, and other concerned men and women who formed the connecting link between the students' home environments and the ABC Program. Many of them lived in the girls' home communities and knew them and their families. In most cases, resource persons originally referred the students to ISTSP. But their interest did not cease there. After acceptance, local resource persons often helped the girls make the decision to attend the ABC Program, saw that their clothing and baggage were adequate and that medical reports were completed, interpreted the ABC Program to parents and allayed their fears about letting their daughters leave home. When the time of departure came, resource persons arranged local transportation, many driving the girls to the plane or bus themselves; wrote to their charges during the summer; and were available for consultation with the ABC faculty and staff about problems which arose while the program was in progress. In three cases, resource persons did needed social work for us during the summer. At the completion of the program, they met the home-coming girls, and helped, when necessary, in their preparations for entering an independent school in the fall.

The tact, thoughtfulness, and patience of these dedicated volunteers were of inestimable assistance to us before, during, and after the ABC Program.

COMMUNITY PARTICIPATION

Residents of the surrounding community added a very important dimension to the ABC Program. They showed their interest and concern in so many ways. A local ornithologist took enthusiastic groups of girls on bird walks. An artist living in the community volunteered to design the diploma to be awarded to the girls at the completion of the summer course. Books, hair dryers, and other thoughtful gifts found their way to Prospect Hall. Local residents drove the ABC students and tutors on weekend excursions, and often the girls invited the volunteer drivers to have dinner with them in Prospect. The benefits reaped from the many small, yet frequent and significant, acts of the local residents were immeasurable in a program such as this. We extend our warmest thanks to the many who voluntarily gave of themselves last summer.

FINANCIAL REPORT

The Rockefeller Foundation made a $150,000 grant in support of the program at Mount Holyoke to be used over a three-year period. Mount Holyoke College agreed to meet costs above that amount from other sources and was fortunate in securing an anonymous grant of $65,000 in addition to some other gifts. Later $28,200 for an expanded program in 1965 was made available by ISTSP and the Office of Economic Opportunity.

Expense Summary (Direct Costs)
January 1, 1965 - December 31, 1965

70 Students

Salaries and Wages		
Staff, faculty, Resident Tutors, and dormitory employees		$39,346
Dormitory Expenses		
Room and board for students; faculty, staff, and their families	$17,270	
Dormitory supplies, light, water, gas, rubbish removal	$ 2,367	$19,637
General Expenses		
Administrative: telephone, office supplies, postage, bus upkeep, printing, maintenance	$ 5,243	
Social Security	$ 1,539	
Planning conference, recruitment of faculty, travel of students to and from South Hadley	$ 4,890	
Student expenses: books and educational supplies, clothing, medical expenses, weekly allowances, laundry, hospitalization	$ 6,953	
Weekend trips and cultural program	$ 3,438	$22,063
		$81,046

$1,158 per student

It should be noted that the Expense Summary includes only direct costs. Mount Holyoke College contributed an additional $22,748 in salaries, insurance costs, facilities, and administrative services and overhead. The Director was on loan to the project part time from January 1 and full time during the summer. None of her salary was charged to ABC nor was any overhead charged. Had this been done the Expense Summary would have shown a considerably higher cost per student.

The expenses involved in recruiting and selecting the students are not reflected in this summary since these are covered by ISTSP which assumes full responsibility for this phase of the program.

Every girl enrolled in ABC is eligible to receive a full scholarship at an independent school. This represents an annual investment in excess of $175,000 for each year these girls are in preparatory school. The girls' schools simply could not carry this financial burden alone, but with the aid of OEO funds they were able to offer a scholarship to every girl recommended for the program. In a number of instances, the schools are committing themselves to three and four years for several girls, and in addition will admit new girls each year. With [illegible] continuing help of government funds to supplement their own scholarship commitments, we look forward to a continuation and steady expansion of the program.

RECOMMENDATIONS AND REPORTING

Since admission to the independent school by which the ABC student had been selected was contingent upon successful completion of the summer program, the final recommendation and its accompanying documentary material was of significant importance. Each member of the faculty and the Resident Tutors wrote separate evaluations one-third of the way through the program, two-thirds of the way through on those on whom there was some question, and again on every student at the end of the program.

The final recommendation was based on these reports, counseling sessions held with the students by various members of the staff, and the consensus reached at the final faculty and staff meeting held after the close of the program. The final evaluations were designed to serve as an aid to counseling and placement even on those girls whom we could not recommend. Grade placement in both English and mathematics was suggested. Strengths as well as weaknesses were thoroughly discussed and special problems identified.

The girls' personal traits as well as academic ability were described, as was their attitude toward work and play, toward their peers, teachers, and others, often the key to their degree of accomplishment. Our objective in all this was to make the adjustment to their new environment as free as possible from stress and strain and to help the school anticipate problems which might arise.

With each report went the individual evaluations of faculty and Resident Tutors, samples of writing at the beginning and end of the eight weeks, the reading profile, and the mathematics diagnostic test and the final examination; a copy of the medical record was also included. Some sample student evaluations are given in Appendix E.

Happily, we were able to recommend without reservation 39 out of the 69 who completed the program, 16 with reservation, 11 with grave reservation. Only three were not recommended.

Of the three not recommended, one, though obviously bright and able, clearly did not want to give up the glory of being an honor student in a less demanding situation for the unpredictable future in an unknown environment. She made this clear in both her attitude and performance, and not one of us felt that she desired or had earned the scholarship dollars which were awaiting her. The second came from a very unstable background and was consequently severely damaged emotionally. She was either unwilling or unable to adjust to the demands of group existence and live by the rules of the game. The third, admittedly spoiled and pampered at home, seemed incapable of any degree of self-discipline. Her academic performance was uneven at best and superficial most of the time. We believed her chances of survival at an independent school were extremely doubtful and felt she had not earned the chance to try. One of these three was accepted by her school.

Three who were recommended with grave reservation were not admitted because the schools concerned felt after reading the records that the girls would not be able to make the adjustment without more help than they were prepared to give. One of these students was subsequently accepted by another school. Two girls decided not to go on though they had been recommended. The freedom to choose not to accept opportunity is a precious right, however disappointing it may be to those who watch and see it from such a different point of view.

Hence 63 of the 69 girls who completed the program entered independent schools. While it is much too early to tell how successful they will be, we have reason to believe that they are doing extremely well and many of them are more than making the grade both academically and in other aspects of their new life. Letters continue to come in great abundance to Resident Tutors and other members of the staff. And while the responsibility for these youngsters' future development lies with the schools, we shall, hopefully, never lose contact. As of February 1, 1966, ABC will have a full-time Director who plans to visit each of the participating schools which the 63 girls attend. This is in part a very human desire of ours to keep in touch, but also it will mark the beginning of a follow-up study as a basis for evaluating the program over a five-year period.

THE END IS ONLY THE BEGINNING

We are often asked if the experiment was successful. Aside from the fact that it is much too early to tell, and indeed we probably shall not have the full answer for many years to come, the immediate reply depends so much on how the inquirer defines success. If we measure accomplishment by the number of A's versus C's, the answer might not be an unequivocal yes. But if we measure it in terms of creative growth, changed directions, developing interests, zest for learning and awakened minds, we know, as do the girls, that Project ABC was a success beyond measure.

The rate of growth was faster than we dreamed possible and we learned again that the human response to faith and encouragement is accomplishment which defies even reasonable expectation. That the program changed the direction of the lives of many of the participants, ABC students and Resident Tutors alike, is evident. Interest in music, art, drama, and the dance was stimulated. For many whole new worlds opened up, and others discovered for the first time the joy of appreciation and participation in the performing arts. In the academic sphere, the individual attention with its corresponding demands for sustained endeavor made possible by small classes and the high ratio of faculty to students was a new and thrilling experience for many. And most recognized before the summer was over how much they had missed, how much there was to learn, and how great their potential was if they would but put forth the effort. Above all, they developed a sense of self-esteem, confidence in themselves, and an understanding of their role in the struggle for freedom and equal opportunity for all.

We knew when they came that they were bright and highly motivated. Some of them had grown up in extremely permissive environments, others had been overprotected. Many lacked self-discipline and few were prepared for the structured program and concentrated nose-to-the-grindstone routine we demanded of them.

With few exceptions they responded eagerly, tolerantly, and with good will. They soon sensed the basic purposes of the program and turned to with remarkable vigor to prepare themselves for the next step.

Will we make changes in 1966?

No program worthy of the support given this one by private philanthropy, the government, ISTSP, the independent schools, and the Trustees of Mount Holyoke College can remain static. We must constantly seek for better ways to accomplish the objectives and to do more. We must be sensitive to the feedback from the girls themselves as well as their teachers and others who have observed them in their independent schools. We know that we have not fully utilized the academic talents of the Resident Tutors. There is a fine line between intervention and helpful assistance to a master teacher, but only through the full impact of each can maximum results be achieved. And in 1966 we will start much earlier to involve the students themselves in defining standards of behavior; the rules of the game will be presented clearly at the very beginning of the session. There will undoubtedly be shifts in schedules to allow for better use of the academic appointment hour and more effective study time. More participatory activities rather than spectator functions will be included as a means of providing cultural enrichment and significant recreational experiences. Curricular materials will be revised, though not extensively, based on the first year's response to those used. Those aspects of the program which proved effective will be retained, but the freedom to experiment within the framework and objectives of ABC is essential to the well-being of those who have committed themselves to its success. They must and will be encouraged to create and to challenge the status quo.

Eight weeks is such a short time and our collective experience and competence hardly compensated for our misgivings about ourselves and our adequacy for the task. But we now dare to hope that 63 young people are finding adjustment to life at an independent school less difficult because they spent the summer at Mount Holyoke. It was preparation for an experience which can alter their lives immeasurably, and together with others given the same opportunity, they may eventually alter the course of society. That day, hopefully, is not too far off. Much will depend upon how deeply committed our society is to making "the benefits of civilization available to the whole human race." ABC is a step in that direction.

APPENDICES

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APPENDIX A

	FATHER		MOTHER	
NUMBER	EDUCATION	OCCUPATION	EDUCATION	OCCUPATION
1	7	Barber	11	Housewife
2	12	Disabled	12	Senior Clerk
3	12	Laborer	12	Housewife
4	--	-----	12	Housewife
5	9	Truck driver	12	Cafeteria worker
6	10	Deceased	10	Housewife
7	13	Mail handler	13	Assembler
8	11	Baker	PN	Practical nurse
9	0	Disabled	7	Housewife
10	12	Deceased	12	Matron
11	--	Unknown	8	Housewife
12	--	-----	12	Housewife
13	15	Unknown	MLS	Librarian
14	10	Head cook	11	Housewife
15	12	Unemployed	10	Unemployed
16	8	Restaurant host	0	Seamstress
17	--	Unknown	7	Housewife
18	9	Bricklayer	--	Deceased
19	11	Laborer-Driver	8	Housewife
20	15	Disabled	15	Book sales
21	9	Retired	8	Housewife
22	11	Unemployed	11	Housewife
23	9	Retired	5	Domestic worker
24	6	Presser	12	Counter girl

SIBLINGS	FAMILY INCOME	OEO or SSP	MARITAL STATUS
1	$3,370	SSP	Together
1	4,950	SSP	Together
3	6,000	SSP	Together
3	500	SSP	Stepfather
3	2,900	OEO	Separated
4	Welfare	SSP	Guardian
2	5,600	SSP	Together
1	8,200	SSP	Together
8	1,500	OEO	Together
5	6,500	SSP	Widow
0	3,536	OEO	Stepfather
4	4,000	SSP	Stepfather
1	5,000	SSP	Separated
2	4,569	OEO	Together
6	Welfare	OEO	Guardian
4	6,160	SSP	Together
3	Welfare	OEO	Separated
3	1,600	SSP	Stepmother
2	2,724	OEO	Guardian
2	2,202	OEO	Together
4	Social Security	SSP	Together
2	Welfare	OEO	Together
5	Social Security	OEO	Together
2	ADC	OEO	Guardian

	FATHER		MOTHER	
NUMBER	EDUCATION	OCCUPATION	EDUCATION	OCCUPATION
25	8	Custodian	10	Housewife
26	--	Deceased	12	Retired
27	--	Deceased	MA	Teacher
28	8	Motor rebuilder	10	Elevator operator
29	--	Unknown	--	Unemployed
30	12	Mail handler	8	Beautician
31	--	Deceased	12	Nurse's aid
32	6	Truck driver	RN	Public health nurse
33	6	Auto mechanic	7	Domestic service
34	8	Custodian	--	Laundress
35	5	Laborer	5	Housewife
36	--	Deceased	9	Housewife
37	12	Hospital attendant	9	Housewife
38	9	Laborer	11	Maid
39	15	Elevator operator	--	Cleaner
40	13	Postal supervisor	12	Housewife
41	5	Hod carrier	12	Salad girl
42	10	Laborer	12	Housewife
43	11	Laborer	12	Housewife
44	11	Unknown	9	Housewife
45	11	Retired	5	Domestic worker
46	12	Landscaper	14	Housewife
47	8	Deceased	9	Housewife
48	6	Fisherman	7	Laborer

SIBLINGS	FAMILY INCOME	OEO or SSP	MARITAL STATUS
4	$3,762	OEO	Together
1	Social Security	OEO	Widow
2	$12,271	SSP	Stepfather
0	-------	SSP	Together
3	Welfare	OEO	Ward of the state
4	$3,100	SSP	Separated
0	1,915	OEO	Widow
1	5,870	SSP	Separated
1	3,925	SSP	Together
0	3,552	SSP	Together
8	4,982	SSP	Together
3	3,000	OEO	Widow
4	3,807	OEO	Together
0	------	OEO	Separated
3	4,090	SSP	Separated
3	7,500	SSP	Together
5	7,500	OEO	Together
8	4,700	OEO	Together
1	5,800	OEO	Together
5	ADC	OEO	Separated
1	Welfare	OEO	Separated
3	6,038	SSP	Together
6	Social Security	SSP	Widow
5	4,355	OEO	Together

NUMBER	FATHER EDUCATION	 OCCUPATION	MOTHER EDUCATION	 OCCUPATION
49	13	Maintenance supervisor	--	Housewife
50	--	----------	14	Housewife
51	10	Stock room clerk	6	Housewife
52	8	Utility man	10	Housewife
53	13	Process man	14	Teacher's assistant
54	8	Bridgeman	7	Repairer
55	9	Disabled	11	Foot press operator
56	6	Unknown	11	Maid
57	14	Repair and maintenance	--	Nurse
58	5	Doorman	6	Housewife
59	10	Auto mechanic	10	Factory worker
60	11	Postal Clerk	--	Housewife
61	--	Unknown	13	Secretary
62	14	Dental Technician	11	Housewife
63	--	----------	12	Unemployed
64	12	Clerk	12	Supervisor
65	10	Game warden	9	Cook's helper
66	--	----------	12	Clerk
67	14	Barber	10	Housewife
68	11	Wheat farmer	9	Housewife
69	4	Unemployed	9	Housewife
70	--	Deceased	--	Medical Secretary

SIBLINGS	FAMILY INCOME	OEO or SSP	MARITAL STATUS
7	$6,053	SSP	Together
6	3,456	SSP	Stepfather
6	3,545	SSP	Together
3	6,278	SSP	Together
3	8,000	SSP	Together
4	4,906	SSP	Together
1	2,500	SSP	Separated
3	1,500	SSP	Divorced
9	5,344	OEO	Together
2	3,833	OEO	Together
6	5,063	OEO	Together
3	5,890	SSP	Together
3	3,500	OEO	Divorced
1	8,800	SSP	Together
5	3,360	OEO	Stepfather
1	6,300	SSP	Divorced
--	6,000	OEO	Together
1	6,172	SSP	Divorced
6	3,200	OEO	Together
8	6,000	OEO	Together
4	ADC	SSP	Divorced
1	5,701	OEO	Widow

APPENDIX B

NUMBER	ADDRESS	LAST SCHOOL
1	New York, N. Y.	Central Commercial H S
2	Brooklyn, N. Y.	Lefferts J H S
3	New Haven, Conn.	Bassett J H S
4	New York, N. Y.	Wadleigh J H S
5	Richmond, Va.	Mosby J H S
6	Freeport, N. Y.	John W. Dodd J H S
7	Brooklyn, N. Y.	Nathaniel Macon J H S
8	New York, N. Y.	Wadleigh J H S
9	Girdler, Ky.	Girdler Elementary School
10	Roxbury, Mass.	P. T. Campbell J H S
11	St. Louis, Mo.	Turner Middle School
12	Troy, N. Y.	School #5
13	Martinsville, Va.	Albert Harris H S
14	Charleston, S. C.	Immaculate Conception H S
15	Poughkeepsie, N. Y.	Morse J H S
16	Roxbury, Mass.	P. T. Campbell J H S
17	New York, N. Y.	Wadleigh J H S
18	Henderson, N. C.	Henderson Institute
19	Sussex, N. J.	Sussex H S
20	Washington, D. C.	Browne J H S
21	New York, N. Y.	Wadleigh J H S
22	Bronx, N. Y.	James F. Cooper J H S
23	New York, N. Y.	Conlesus J H S
24	White Plains, N. Y.	White Plains H S

GRADE COMPLETED	UPPER % IN CLASS	AGE 6/20/65	INDEPENDENT SCHOOL	RECOMMENDED FOR GRADE
10	10	16	Miss Hall's	11
9	--	14		10
9	2	15	Masters	10
8	10	14	Westover	9
8	10	13	Waynflete	9
8	50	14		9
8	1	14	Baldwin	9
8	10	14	Mountain	9
8	--	15	Mountain	9
9	10	14	Commonwealth	10
8	10	14	Westover	9
8	30	14	Emma Willard	9
10	10	16	Abbot	11
9	3	15	Cushing	10
9	2	15	Emma Willard	10
9	5	14		10
8	10	13	Putney	9
9	1	15	Woodstock	10
9	--	15	Windsor Mountain	10
9	10	15	Woodstock	10
9	--	15	Barlow	10
9	2	14	Windsor Mountain	10
9	2	15	Cushing	9
11	--	16	Windsor Mountain	11

NUMBER	ADDRESS	LAST SCHOOL
25	Washington, D. C.	Kelly Miller J H S
26	Jamaica, N. Y.	Richard J. Grossley J H S
27	Salisbury, N. C.	Price Junior-Senior H S
28	Atlanta, Ga.	Booker T. Washington H S
29	Syracuse, N. Y.	H. W. Smith J H S
30	Washington, D. C.	Browne J H S
31	St. Augustine, Fla.	Richard J. Murray H S
32	Brooklyn, N. Y.	Prospect Heights H S
33	Durham, N. C.	Merrick-Moore H S
34	Richmond, Va.	Randolph J H S
35	Knoxville, Tenn.	Beardsley J H S
36	New York, N. Y.	Julia Richman H S
37	Richmond, Va.	Mosby J H S
38	Meridian, Miss.	
39	New York, N. Y.	James F. Cooper J H S
40	Cleveland, Ohio	John Adams H S
41	Baltimore, Md.	Harlem Park J H S
42	St. Louis, Mo.	Washington Elementary S
43	Cleveland, O.	John Adams H S
44	Hartford, Conn.	Alfred E. Burr S
45	New York, N. Y.	Jefferson Park J H S
46	Richmond, Va.	Mosby J H S
47	New York, N. Y.	James F. Cooper J H S
48	Meridian, Ga.	Todd-Grant High & Elementary S

GRADE COMPLETED	UPPER % IN CLASS	AGE 6/20/65	INDEPENDENT SCHOOL	RECOMMENDED FOR GRADE
9	1	15	Abbot	9
8	1	14	Windsor Mountain	9
9	2	14	Miss Hall's	10
11	1	16	Northfield	11
8	--	14	Barlow	9
9	10	15	Dana Hall	10
8	2	13	Solebury	9
9	1	15	Abbot	9
10	1	15	Shipley	11
9	5	15	Miss Hall's	10
10	10	15	Emma Willard	11
10	--	16	Emma Willard	11
9	10	14	Abbot	10
10	--	15	Commonwealth	10
9	10	15	George	9
10	10	15	Kent	11
9		14	Hinckley	10
8	1	13	Colorado Rocky Mountain	9
10	1	16	Walnut Hill	11
8	25	13	Baldwin	9
9	1	15	Miss Hall's	9
8	10	13	Northfield	9
9	1	14		10
8	10	14	Windsor Mountain	9

NUMBER	ADDRESS	LAST SCHOOL
49	New York, N. Y.	St. Columba S
50	New York, N. Y.	Julia Richman H S
51	New York, N. Y.	Central Commercial H S
52	Jamaica, N. Y.	Springfield Gardens J H S
53	Cleveland, O.	John Adams H S
54	Townsend, Ga.	Todd-Grant High & Elementary S
55	New York, N. Y.	Wadleigh J H S
56	Fulton, Mo.	Fulton Senior H
57	Savannah, Ga.	John W. Hubert J H S
58	New York, N. Y.	James F. Cooper J H S
59	Durham, N. C.	Merrick-Moore H S
60	New York, N. Y.	Jefferson Park J H S
61	Atlanta, Ga.	Booker T. Washington
62	Bayside, N. Y.	Marie Curie J H S
63	Bronx, N. Y.	Niles J H S
64	Brooklyn, N. Y.	Berriman J H S (#64)
65	Rosebud, S. D.	Todd County H S
66	New York, N. Y.	Manhattanville J H S
67	Big Horn, Mont.	Lodge Grass H S
68	Poplar, Mont.	Poplar H S
69	South Boston, Mass.	P. T. Campbell J H S
70	New York, N. Y.	J H S 135

GRADE COMPLETED	UPPER % IN CLASS	AGE 6/20/65	INDEPENDENT SCHOOL	RECOMMENDED FOR GRADE
8	--	13	Solebury	9
10	--	15	Dana Hall	11
10	15	16	decided not to attend	10
9	--	14	St. Mary's-in-the-Mountains	10
10	1	16	Concord	11
8	10	13	Barlow	9
9	--	14	Waynflete	10
9	--	14	Emma Willard	10
9	5	15	Mountain	10
9	2	14	George	9
10	1	15	Woodstock	11
9	1	14	Masters	9
10	15	15	Waynflete	10
9	--	15	Baldwin	10
9	1	15	Dana Hall	10
9	15	14		10
9	3	15	Hinckley	10
9	10	15	Putney	10
9	7	15	Northfield	10
11	--	16	Masters	11
9	5	15	Baldwin	9
9	--	14	Windsor Mountain	10

APPENDIX C

ABC 1965 Resource Persons

Dr. Eugene Addams
Educational Consultant
William Woods College
Fulton, Missouri

Mr. Ardell Anderson
Education Specialist
Crow Indian Reservation
Crow Agency, Montana

Mrs. Madge M. Avent
Guidance Counselor
Henderson Institute
Henderson, North Carolina

Mr. Lionel Bourne
Businessman
184 Spring Street
Windsor Locks, Connecticut

Miss Nezzie V. Carter
Counselor
Merrick-Moore High School
Durham, North Carolina

Mr. Garvey Clarke
Attorney
Legal Department, Room 626
NBC, Inc.
30 Rockefeller Plaza
New York 20, New York

Mrs. Catherine Cooper
Counselor
Todd-Grant High School
Darien, Georgia

Mr. Francis Dahl
Principal
Brockton High School
Brockton, Montana

Mr. Noel Day
Director
St. Mark's Social Center
216 Townsend Street
Roxbury, Massachusetts

Mrs. Hazel M. Duncan
Teacher
Route 2, Box 9-A
Rustburg, Virginia

Mr. Charles Egan
Attorney
41 East 42nd Street
New York, New York

Mr. Bernard Fielding
Attorney
93-B Spring Street
Charleston, South Carolina

Mr. Claude George
Counselor
Booker T. Washington High School
45 Whitehouse Drive, S. W.
Atlanta, Georgia

Mrs. Rudolph Gordon
Richard J. Murray High School
Holmes Boulevard
St. Augustine, Florida

Mr. Byron Hall
Businessman
121 Harris Avenue
Freeport, New York

Mrs. Richard Hauck
Social Worker
Sussex County Welfare Board
18 Church Street
Newton, New Jersey

Miss Virgia Hobson
Guidance Director
Albert Harris High School
Martinsville, Virginia

Miss Miriam Kasowitz
VISTA
c/o Fount Root
Fount, Knox County
Kentucky

Mrs. Ruth Land
Guidance Counselor
Booker T. Washington High School
Baltimore, Maryland

Mrs. Helen McClain
Assistant Director
Family Counseling Service
16 Liberty Street
Poughkeepsie, New York

Mrs. Lucretia Paschall
Counselor
Browne Junior High School
24th Street and Benning Road, N. E.
Washington, D. C.

Mrs. Grace Pleasants
Guidance Counselor
Armstrong High School
Richmond, Virginia

Mr. Edouard E. Plummer
Teacher and Guidance Counselor
Wadleigh Junior High School
215 West 136th Street
New York, New York

Mrs. Virginia Reed
Counselor
Beardsley Junior High School
1201 College Street
Knoxville, Tennessee

Mr. Barton Reissig
Room 314
County Office Building
White Plains, New York

Mrs. Edith Richardson
General Electric Silicone Products
Waterford, New York

Mrs. Victoria Ruiz
ASPIRA
296 Fifth Avenue
New York, New York

Mrs. Doris Snow
Casework Supervisor
Elmcrest Children's Center
960 Salt Springs Road
Syracuse, New York

Mrs. E. Laura Stuart
Counselor
Bassett Junior High School
New Haven, Connecticut

Mr. John Williams
Director of Guidance
Todd County High School
Mission, South Dakota

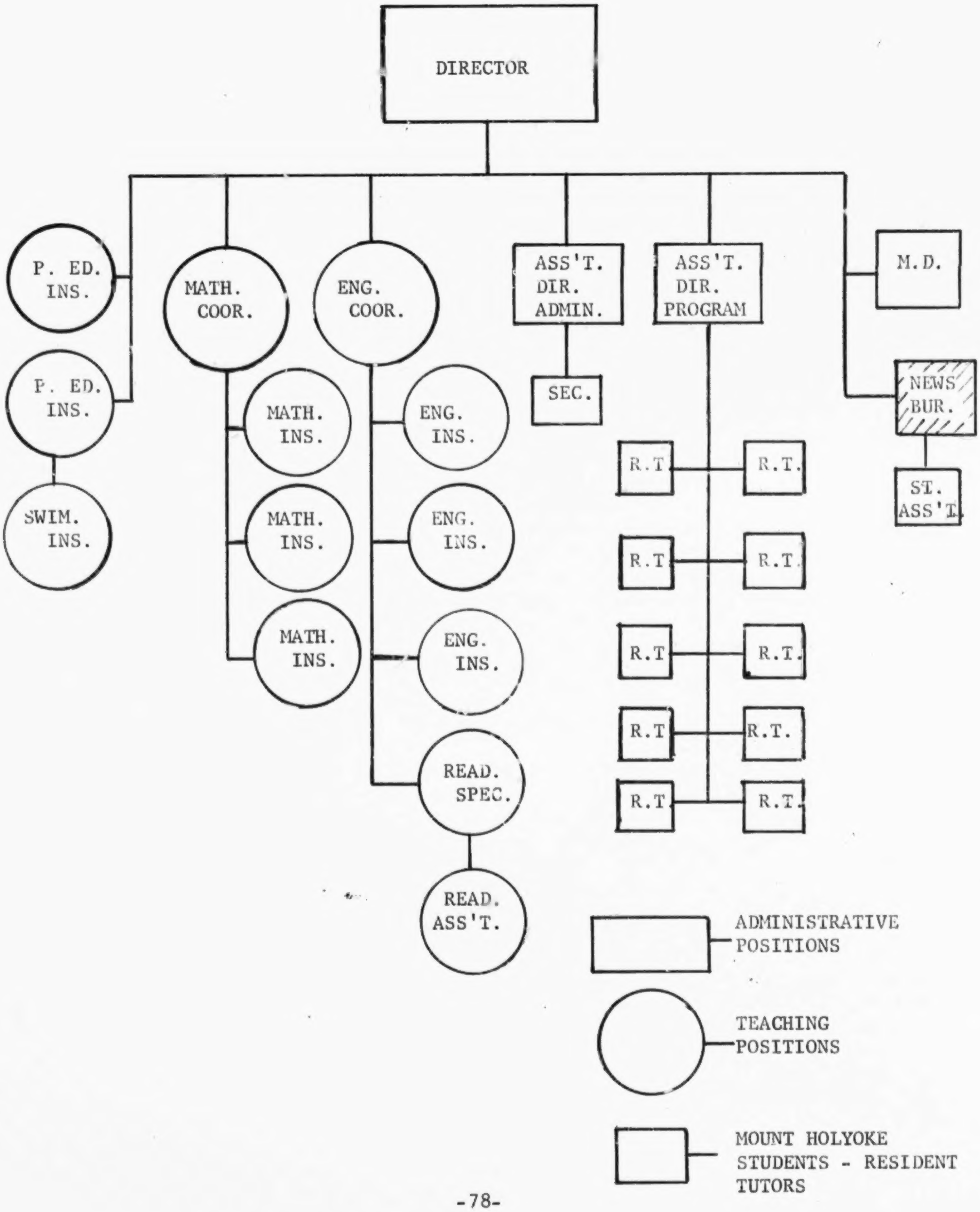
Mr. Andrew Thomas
The Urban League of St. Louis
3017 Delmar Boulevard
St. Louis, Missouri

Mrs. Amy Young
Women's Job Corps Center
Cleveland, Ohio

APPENDIX D

MOUNT HOLYOKE COLLEGE
ABC PROGRAM
1965

TABLE OF ORGANIZATION



DIRECTOR
P. ED. INS.
P. ED. INS.
SWIM. INS.
MATH. COOR.
MATH. INS.
MATH. INS.
MATH. INS.
ENG. COOR.
ENG. INS.
ENG. INS.
ENG. INS.
READ. SPEC.
READ. ASS'T.
ASS'T. DIR. ADMIN.
SEC.
ASS'T. DIR. PROGRAM
R.T
R.T.
R.T
R.T.
R.T
R.T.
R.T
R.T.
R.T
R.T.
M.D.
NEWS BUR.
ST. ASS'T.
ADMINISTRATIVE POSITIONS
TEACHING POSITIONS
MOUNT HOLYOKE STUDENTS - RESIDENT TUTORS

APPENDIX E

August 31, 1965

Re: Carol Corvair

RECOMMENDED

Dear Mr. Imperial:

With confidence in her intellectual potential and admiration for her tremendous personal growth this summer, we recommend that Carol Corvair be admitted to Hudson Academy.

When Carol came to ABC she was uncommunicative, often sullen and obviously very hostile. The change which took place just before midsummer was nothing short of miraculous. Carol belied our stated observation that we expected no miracles for she proved to be our first and most apparent one. She did a complete about-face and was a delight to behold. We are convinced that the new Carol is the real Carol and that her hostility was a result of her lack of confidence in herself and a distrust of adult authority. As soon as she became more sure of herself and sensed our sincere concern for her, she began to respond with increasing alacrity and has never regressed even for a moment.

Carol was one of eight to win a prize for improvement in mathematics.

She is a mature, vital, energetic, and intellectually alert young woman whom we feel Hudson will one day be proud to claim as one of its outstanding alumnae.

We enclose evaluations of her teachers in English, reading, mathematics, and physical education and of her Resident Tutor, together with samples of her work in her academic subjects. It is our hope that all this will not only give you the rationale behind our recommendation, but also will be helpful to you in planning for Carol's adjustment at Hudson. Very soon we shall send you specific information about the work covered in both English and mathematics.

We shall be keenly interested in following Carol's progress at Hudson and hope she will become one of your outstanding students.

As you know, the students did not know when they left Mount Holyoke whether they would be recommended to their schools so they will be anxiously awaiting word from you.

We would appreciate receiving a carbon copy of your letter to Carol so we may know your decision.

Sincerely yours,

Mary E. Tuttle
Director, ABC Program

Name: Carol Corvair Subject: English

Date of Evaluation: August 25, 1965 Teacher: Miss Elizabeth M. Eidlitz

Carol's performance is fairly good, though she is just beginning to use her potential and to trust it. A girl of better than average ability, Carol now takes pride and pleasure in her progress. She has developed enough self-confidence to see that her final results are improvements over her first papers. At the start of the program she was extremely insecure, continually calling attention to the fact that she had only an 85 average in her old school, asking indirectly for reassurance.

She claims that she loves mathematics and that English has always been a problem to her. Yet she is never a spectator during class discussion; she likes to challenge, to question, to argue.

Earlier she said that she hated writing essays and enjoyed only grammar where rules govern what is right and wrong. I think she is beginning to realize that the demonstrable logic which gives her security in mathematics, and the development of an abstraction which makes her uneasy in English, are not mutually exclusive. Her reasoning is faulty only when she fails to define her terms; her value judgments get her into trouble only when she fails to support them with specific detail.

She has had great struggles with organization and with the development of ideas in depth. Her early papers were flawed by circular reasoning, introductory paragraphs of "hot air," loose generalizations, and arrangement of ideas by free association.

Carol is weaker in grammar than she thinks she is, but her greatest need is to be held to concrete development of ideas and to that orderly arrangement of paragraphs which she demonstrated on her final exam.

I think she is quite ready to accept criticism and discipline. Her attitude at present is a responsive, far more tolerant and trusting one than in the first weeks when her extreme mood swings, resistance to authority and to any system, and inability to compromise, made her get in her own way.

She has developed a better set of values and expects more of herself because she is now aware that she can deliver the goods. I think she is ready for Hudson, because she now realizes that freedom is a responsibility rather than a license to be a law unto oneself. And she no longer needs to be defensive as a protection against the humiliation of possible failure.

Name: Carol Corvair Subject: Reading

Date of Evaluation: August 21, 1965 Teacher: Mr. Robert de Vight

Testing Diagnostic Reading Test (Survey Section) Independent School Norms

	Grade	Rate	Story Comp	Voc	Para Comp	Total Comp
Initial (Form A)	9	61	21	15	25	17
Terminal (Form B)		68	33	19	37	31

(Initial Testing Date 7/2/65. Terminal Testing Date 8/21/65.)

Reading Strengths and Weaknesses

In her daily work, Carol was usually cooperative and attentive. Her comprehension of the sentence, paragraph, and larger prose units were well above the average for her class. She appeared to grasp all of the techniques that were introduced and developed during the reading program. She showed a good level of intelligence in thinking through various kinds of reading assignments. She could recognize sequence, see cause and effect, understand structure and organization, and read well for purposes. She also showed versatility on various kinds of material.

Carol has a tendency to think of improvement in reading as merely "speeded reading." I have pointed out to her that this is a grave mistake. Greater speed alone is valueless unless it is coupled with other factors of reading improvement. I am convinced that a maintenance of her present constructive attitude together with a constant practice of the techniques developed during the course will result in a meaningful improvement in her reading skills.

Reading Conclusions and Recommendations

I would like to see Carol implement the following:

1. Try to improve her concentration of the printed page by becoming more involved in the reading process. Such techniques as pre-reading, purposeful reading, summarizing, generalizing, and recognizing the structure employed by an author would be means to this end.

2. Continue work on vocabulary according to the means set forth in the reading program. This includes an acute awareness of unfamiliar words, contextual and structural definitions, and the complete use of the dictionary that we outlined in the course. A more thorough application to her word-analysis skills should improve her abilities in other areas.

Name: Carol Corvair Subject: Mathematics B

Date of Evaluation: Final Report Teacher: Miss Adeline B. Scovil

		Score	Rank
Pre-Algebra Diagnostic Test	1st quartile	46	
Algebra Diagnostic Test	4th quartile	21	32 of 37
Final Examination	1st quartile	66%	6 of 37

As indicated by the testing results given above, Carol has made remarkable progress in mathematics during the session.* She entered the program with a fair ability to handle routine operations of arithmetic, but had little or no understanding of basic unifying concepts and terminology.

Carol expressed a deep interest in mathematics from the beginning and was always cooperative and attentive in class. She had little confidence, however, in her ability and, until late in the session, did not take an active part in class discussions voluntarily. She seems exceptionally tense in testing situations, and until the final exam, rarely produced the caliber work I felt she was capable of producing. Her homework papers, almost without exception, were done neatly and accurately.

I think Carol is basically a very strong person. She has potential leadership qualities and is the type of girl who will profit the most from ABC. She is an intelligent, independent thinker and with proper training could become a real contributor to society.

---

*She was awarded a prize during the closing ceremonies in recognition of this progress.

Name: Carol Corvair Subject: Physical Education

Date of Evaluation: August 23, 1965 Teacher: Miss S. Kay Isaly

From her pre-Dartmouth talk, I was a little worried about her; but now I name her innocent, fun-loving, fun--young.

She's going to need some discipline in the coming years--and some people who will try to help her to understand and reason the why of things. She has some very definite ideas which she tenaciously holds, but many of these have not been well thought out; and although she has a very accurate view of herself, she makes no attempt to discover WHY she is the way she is. The trouble in English is a prime example, and in mythology. She needs to learn to believe in change and wanting to change instead of just accepting things and accepting herself. She did change in swimming: she said that she couldn't ever swim, but she learned. She could have learned a lot more had she worked more and played less.

I think she has tremendous potential for force--someday--for bringing about change in herself, in others, and perhaps in society--if she would utilize it, if she saw the need for it, if she outgrew this fun-for-Carol stage--but she can't think of helping others much yet.

I'm for her 100 percent.

Subject: Physical Education

Date of Evaluation: August 25, 1965 Teacher: Miss Jayne Ackerman

Carol has been cooperative, lively, and a pleasure to have in class.

As the program has progressed, so has Carol's ability to get along well with the other girls.

She appears to have developed confidence in her abilities...whenever we have been involved in discussions, Carol's comments have been thoughtful.

FINAL REPORT

Name: Carol Corvair Resident Tutor: Susan Kaplovitz

Carol's radiant vitality has been a joy to me. In the early weeks of the ABC Program, she was anything but radiant--she seemed uncertain, was often sullen at table and uncommunicative. She cried quite a bit and was very negative toward everything. Sometime before the summer had passed its halfway mark, she changed completely. The uncertainty vanished, her study habits and, more important, her attitude toward her studies improved. The sulking vanished and she became as positive an influence within my group as she had been a negative one before.

Carol now is healthy, outgoing, enthusiastic, and overflowing with good humor. She is very well-liked by the girls and is recognized as a leader and very often, as a spokesman. Her study habits are excellent. I have watched her sit for two hours in a study hall in complete concentration.

This girl is a very strong individual; she has a tremendous amount of energy and needs an outlet for it. She has enthusiastically welcomed sports and enjoys participating in both team sports and individual activities. She performed beautifully in our recent dance concert.

As a person, Carol is warm, loving, and forceful. She is very enthusiastic about entering Hudson and seems to have wholeheartedly embraced the Hudson way of life. I am convinced she will adjust well to the opportunity to work at her own pace and can meet rigorous demands on both her mind and body. She is also mature enough to adjust effortlessly to coeducational boarding school. What concerns me is that she will continue to find channels for her energy; she is a thoughtful, responsible, and energetic individual who can do great things if she has an opportunity to be constructive intellectually and socially.

I am very fond of Carol and hope very much that she will continue to grow as a student and as a person.

August 31, 1965

Re: Dorothy Dodge

RECOMMENDED WITH RESERVATION

Dear Mrs. Chrysler:

With reservation we recommend that Dorothy Dodge be admitted to Ford Hall this fall. Our reservation has to do with whether or not Dorothy has the inner strength necessary to sustain those gains which she has made in adjusting to the demands of group living.

When the summer program began Dorothy was a tense, surly, uncooperative, complaining girl. She was overtly hostile towards authority--determined to have her own way.

During the latter half of the program Dorothy's attitude and behaviour changed dramatically. She learned to conform and to cooperate without complaining. She discovered the joy in experiences which evolved out of every day living. She found ways to show concern for her peers and delighted in practicing social skills.

These changes didn't just happen. They were the result of the efforts of a number of persons among whom are her tutor; Dr. Hinman, our College Psychiatrist; her house mother; and her teachers.

The changes in Dorothy's attitude represent the greatest personal growth achieved by a student in the area of citizenship. She was awarded one of the two prizes given for citizenship.

We believe that Dorothy now sees Ford Hall as a way of escaping from the hollow life and from the grinding poverty that besets her family. We have faith that Dorothy will use all of her resources in her efforts to succeed. But she will need help from interested supportive adults, and an accepting attitude in her peer group.

On the last day of classes the English teachers asked the students to write a brief evaluation of the program. Dorothy began her evaluation with this statement, "This learning how to live happily with one another made more of an impression on me than if I had become an Einstein overnight."

It is evident from the evaluations that Dorothy is not strong academically and will need the kind of support and help that we know Ford Hall is prepared to give.

We enclose evaluations of her teachers in English, reading, mathematics, and physical education, and of her Resident Tutor, together with samples of her work in her academic subjects. It is our hope that all this will not only give you the rationale behind our recommendation, but also will be helpful to you in planning for Dorothy's adjustment at Ford Hall. Very soon we shall send you specific information about the work covered in both English and mathematics.

We shall be keenly interested in following Dorothy's progress at Ford Hall and hope she will become one of your good students.

Since the students did not know when they left Mount Holyoke whether they would be recommended to their schools, they will be anxiously awaiting word from you. We would appreciate receiving a carbon copy of your letter to Dorothy so that we may know your decision.

Sincerely yours,

Mary E. Tuttle
Director, ABC Program

Name: Dorothy Dodge
Subject: English

Date of Evaluation: August 25, 1965
Teacher: Miss Elizabeth M. Eidlitz

Dorothy's present performance is still poor, but the academic corner which she turned the first week in August, when there was a marked change in attitude and effort, gives some encouragement.

Dorothy still has far, far to go; in my heart of hearts I am not at all sure that she has the intellectual curiosity or the staying power--and surely nothing in the way of reinforcement from home--to bolster her when the going gets rough, as surely it will. Yet when one considers the real improvement Dorothy has shown to date, it is impossible not to want her to have a chance, fail though she may.

Her earliest papers, brightened by rather nice, sensitive feelings and scattered with good descriptive details, were rather formless, riddled with mechanical errors, and sloppily executed. Her awkward sentences, wobbly reasoning, and foolish questions I attributed to poor training, lack of self-confidence and extreme nervousness.

But her jitteriness turned into belligerence, sulkiness, rudeness. Her lack of discipline became defensive resistance to hard work. She voiced insensitive, petty criticisms. She seemed unaware or unconcerned by the fact that she was slitting her own throat. She ignored directions, claimed it was "unfair to have to do so much homework," dragged her heels, but maintained that she really did want to go on to independent school.

And then came a big burst of effort: an almost polished paper, turned in with rough notes, two outlines, and ten pages of scratch work and revision, a third draft and a final copy. A good paper, it was the first sign of anything but superficial thinking, the first attempt at organization other than by free association.

She has shown that she can, if she tries hard enough, sort out key issues, develop value judgments with a wealth of relevant, critical detail, and write excellent paragraph transitions.

Dorothy works particularly poorly under pressure, yet her final exam had none of the wild lack of control evident in her first ones, and she proved quite intuitive about poetry.

If Dorothy is to succeed academically, even at the tenth grade level, she will need tremendous amounts of tutoring in the mechanics of English: sentence fragments, comma splices, dangling and misplaced modifiers, pronoun reference, and parallelism. Her sentence structure, like her weak spelling, is due only partly to carelessness; she has apparently heard only the poorest English spoken and her attempts to sound words out are catastrophic. Her phrasing is frequently awkward.

In addition, Dorothy needs large doses of reassurance and honest encouragemet. She has encountered some satisfaction from the hard work of revision, from the development of ideas by logic rather than by grasshopperish spurts of feeling, but she is often impatient, easily discouraged, somewhat self-centered, and she may get fed up, losing sight of her present need and ambition to get out of her environment.

Most of all, I am apprehensive about Dorothy's social adjustment, and how such problems may affect her attitude, effort, and therefore her academic achievement. Her appearance is often unkempt, her diction and manners poor, her behaviour gauche, her tone whiney and critical.

Dorothy's frustration threshold is low. If she becomes irritable and defensive because she is not popular, she will require more understanding and patience than most 15 and 16 year old girls in my experience are willing to expend.

I think Dorothy's I.Q. score is probably accurate. What she will make of it, of herself, is, I believe, very much in the luck of the draw. I'm afraid I feel the hurdles are too high, but I also feel she deserves her chance in the race to clear them.

Name: Dorothy Dodge Subject: Reading

Date of Evaluation: August 25, 1965 Teacher: Robert de Vight

Testing Diagnostic Reading Test (Survey Section) Independent School Norms

	Grade	Rate	Story Comp	Voc	Para Comp	Total Comp
Initial (Form A)	10	17	52	5	44	12
Terminal (Form B)		63	75	27	75	42

Initial Testing Date 7/2/65 Terminal Testing Date 8/21/65

Reading Strengths and Weaknesses

Dorothy's weakest areas are word recognition (vocabulary) and reading rate. It takes her a long time to complete a normal assignment, and this must be frustrating to her. It is impossible to work on speed in and of itself as this will increase only as an outgrowth of improvement in word recognition and comprehension. Dorothy has a tendency to be inflexible in her willingness to attempt implementing a new technique. She should consciously adopt my recommendations for study-type reading, rapid reading, and skimming. This would give her, where appropriate, a versatility she presently lacks by enabling her to vary her speed with her purpose and with the level of difficulty of material being read.

Dorothy frequently finds it difficult to summarize and remember what she has read or to relate what she has read in one source to ideas encountered in another. Her comprehension on factual material was good. Her ability to sustain her comprehension over longer periods of time is not adequate yet, nor is her ability to read inferentially and to generalize.

She should adopt my recommendations for improving her vocabulary. This includes an acute awareness of unfamiliar words, an attempt to define each contextually and structurally, and the complete use of the dictionary outlined in the program.

Dorothy should continue her extensive reading. In addition to making her more familiar with words, sentences, and paragraphs, it should also increase her background of information. This latter is essential because Dorothy seemed to possess a limited inventory of background concepts, vocabulary, and facts to bring to her current reading.

Name: Dorothy Dodge

Subject: Mathematics B

Date of Evaluation: August 23, 1965

Teacher: Mrs. Dis Maly

		Score	Rank
Diagnostic Test in Arithmetic:	2nd quartile	41	
Diagnostic Test in Algebra:	3rd quartile	26	24 of 37
Final Test in Algebra:	3rd quartile	39%	23 of 37

Dorothy has shown almost incredible improvement this summer, even though she still appears to be very much a rough-cut gem. She is a girl of average or better intelligence, but her schooling has been extremely slapdash, and her family background is scarcely literate. She is a basically attractive girl, but she is illgroomed and somewhat sloppy in appearance; her speech is rather slovenly and her manner a bit gauche.

At the start of this summer's program it was obvious that Dorothy was not at all committed to the idea of conforming to our standards, nor to the objective of entering an independent school. She was rude, surly, and uncooperative and exhibited a truculent, you'd-better-convince-me attitude. We really scarcely expected her to complete the program. About four weeks ago, however, someone or something caused her to realize that this program really is her chance to escape from her murky background, and since that time she has tried very hard to do her best, not only in her academics, but in every way possible.

It would be unrealistic to pretend that she will not have a difficult time. She will be a mediocre student because of her lack of language skills; her untidy hair and sloppy speech will not endear her to her classmates. She will need much help from understanding adults and students both. She has shown that she wants to learn, however, and that she can learn. I'd like to see her have the chance. She should be placed in a fairly good tenth grade mathematics class, even though she has had a tenth grade course.

Name: Dorothy Dodge   Subject: Physical Education

Date of Evaluation: August 25, 1965   Teacher: Miss Jayne Ackerman

Dorothy has made tremendous strides during recent weeks. Her attitude is markedly improved. She is pleasant, willing to attempt new items, and not as critical as she once was of everything around her. In many instances she has been very helpful toward the other members of the class. The change is amazing. Dorothy appears to like what she has found herself capable of doing.

Subject: Physical Education

Date of Evaluation: August 24, 1965   Teacher: Miss S. Kay Isaly

Dorothy used to perturb me to no end both in and out of the pool, but about two weeks ago or so Dorothy Dodge became a new person. She could already swim when she came here which gave her a very condescending attitude in the pool. She would never help anyone, wouldn't work herself to try to improve. Then all of a sudden the miracle happened.

She became one of the politest, most helpful, and friendliest girls both in and out of the pool. It was obvious that she was really going out of her way to be nice and helpful. She began smiling instead of always frowning. She began to laugh instead of just laughing at others. She began to work in the water at her own improvement, and has passed the highest certificate awarded. I marvel that anyone could change so much.

You'll be all right now, Dorothy Dodge--just keep pushing.

FINAL REPORT

Name: Dorothy Dodge

Resident Tutor: Lisa Pollard

Dorothy has made a remarkable adjustment to structure and group living. In the beginning, she had what was probably the most unpleasant attitude in the whole program; she talked back to her elders, complained constantly, and fought every rule. It was evident that Dorothy desperately needed love; no one had ever cared enough to discipline her. We tried to be firm, while showing her that it was she, not the rules, we were most concerned about. Finally, one day four weeks into the program, we had to offer to help pack her bags if she could not conform to the rules.

Dorothy did not take us up on our offer, and she has been behaving beautifully ever since. She has cooperated in every way and has made an effort to be part of the group. She has been kinder, more considerate of others, and, best of all, happier. She is thrilled to be loved and to be making progress.

Dorothy will offer a great deal to a preparatory school if she continues on her present tack. She has a wide range of talents and interests encompassing science, history, music, sports, and dance. She is one of the few who spends some free time reading. She seems thrilled this summer to be in an environment which encourages such interests.

All these positive signs have been a great joy to those of us who have watched Dorothy's remarkable improvement. I imagine, though, that she will present a very different picture to a school which has not known her. She is still far from being a well-mannered young lady and will need a great deal more help to develop sensitivity and refinement. She will need help to develop long-term goals and new values to replace this summer's more immediate incentives. I am sure she will make mistakes, but I am confident that she can eventually succeed where she knows she is wanted and loved.

August 31, 1965

Re: Betty Buick

RECOMMENDED WITH GRAVE RESERVATION

Dear Mrs. Cadillac:

It is with grave reservation and after careful consideration we recommend that Plymouth Rock School admit Betty Buick this fall.

It would be difficult to name anyone in the program who put forth more effort than Betty and it is only because we feel that she may not be able to make it academically in the tenth grade that we cannot recommend her without grave reservation.

Betty's main problem stems from a language disability. She really has no native language having learned both English and Spanish simultaneously and neither well. She is extremely well-motivated and has made great strides this summer, but eight weeks was just not long enough to make up for the tremendous lacks in her background. When I talked with Betty about two weeks before the end of the program, she told me that she wanted to go to Plymouth Rock more than anything else in the world and her consistent performance has demonstrated she means this. If Plymouth Rock feels they can give her the individual and remedial help she needs, we have utmost confidence that Betty will do everything within her power to vindicate your faith and ours in her. She is truly a wonderful girl who deserves a better chance. We hope very much Plymouth Rock will feel it has the resources to make this possible for her. We shall certainly understand, however, if you decide that you cannot accept her.

We enclose evaluations of her teachers in English, reading, mathematics, and physical education, and of her Resident Tutor, together with samples of her work in her academic subjects. It is our hope that all this will not only give you the rationale behind our recommendation, but also will be helpful to you in planning for Betty's adjustment at Plymouth Rock. Very soon we shall send you specific information about the work covered in both English and mathematics.

The students did not know when they left Mount Holyoke whether they would be recommended to their schools so they will be anxiously awaiting word from you. We would appreciate receiving a carbon copy of your letter to Betty so that we may know your decision.

Sincerely yours,

Mary E. Tuttle
Director, ABC Program

Name: Betty Buick	Subject: English

Date of Evaluation: August 23, 1965	Teacher: Mr. Davenport Plumer

Betty is a well-motivated, hard-working girl who has done surprisingly well with English despite a bi-lingual background and some not very good training before she came to ABC. She has had some training in sentence analysis and is successful with basic sentences--though this does not always help her punctuation. But she has had very little experience reading literature; she says she used to let the other students read the assigned work and then ask them questions. I doubt that before this summer she has analyzed a piece of literature; nor has she done much expository writing. Her inexperience plus her bi-lingual background more than explain the trouble she has with comma splices and sentence fragments.

These mechanical problems she can overcome; I say this with confidence for two reasons. The first is her approach to her work. With none of the depressing self-martyrization of the usual "grind" she works in most of her free time and makes the best use of study hall. And she has developed a much greater sense of confidence about asking for help. The other reason for confidence is the fact that her efforts have brought considerable improvement in her writing. Her prose is still halting and rather colorless, but she does have some skill in organizing and a greatly improved ability to use a topic sentence and to give specific evidence in support of an observation.

If she had not made this progress I would have had grave doubts about her ability to survive at a competitive school. (I am still not confident of her ability to handle literature if she has to do much reading and interpretation on her own.) Now I feel she has a good chance if she gets extra help in large doses. At first she will probably need help just doing the assigned work. But after she is weaned away from this kind of help, she should start on a program of vocabulary work. She has an adequate English vocabulary, but she hesitates to use many words she may know only vaguely because she does not know their proper idiomatic context. She also needs a second kind of help--in speaking confidently in front of the class. She often appears to be unprepared for a given class because she cannot answer oral questions, and on some occasions I'm sure she simply does not know the answer. Just as often, however, she is not able to answer because she is unaccustomed to doing this. Whenever possible I have asked her to read aloud in class from a book or exercise she has in her hand. She does this with some confidence, but she still cannot speak easily when I ask her a question. Anything that helps her speak with confidence will be a real boon to her. If her vocabulary and participation in class discussion are improving, she can always begin to work on close analysis of short poems or prose pieces.

With any student whose academic background is as weak as Betty's a risk is involved: the whole question of whether she can work fast enough is one I have not even raised yet. On balance, however, I am influenced by the progress she has made and by her attitude toward her work; these, I think, are persuasive grounds for taking the risk. (I would be much more inclined to take the risk, however, if she were going into the ninth instead of the tenth grade.)

Name: Betty Buick Subject: Reading

Date of Evaluation: August 21, 1965 Teacher: Mr. Robert de Vight

Testing Diagnostic Reading Test (Survey Section) Independent School Norms

	Grade	Rate	Story Comp	Voc	Para Comp	Total Comp
Initial (Form A)	9	6	2	9	1	3
Terminal (Form B)		13	4	11	1	4

(Initial Testing Date 7/2/65 Terminal Testing Date 8/21/65)

If possible, Betty should receive tutoring on an individual basis in her reading.

A great deal of structuring should be provided in both her study routine and in her reading of any one assignment. Purposes, question, outline, and periodic recitation of understanding should provide a more complete involvement in the reading process, and a resultant lack of interference with attention and concentration.

Her word learning technique should be an independent one, and should rely on constant use of the dictionary. Words should be provided from her normal reading, and should not be provided from word lists or work books. All meanings should be related to the context in which she ultimately encounters them. A maximum stimulation should also be provided, i.e., she should see, hear, say, and write the word as a whole, paying attention, however, to the syllabic divisions of each word.

Apart from her academic responsibilities, she should develop an area of independent reading. The criteria should be her interest and clear ability to handle the material. In this area, books should not be foisted on her because they appear to have values, cultural or other. Simply, she needs extensive, enjoyable experiences in reading material she can easily handle.

At the same time, she should be instructed in some assignments which are difficult for her. In these, she should operate with the following outline:

READING READINESS

During this phase of the reading activity, an effort should be made to develop the concepts and vocabulary necessary for an understanding of the subsequent reading. This should be done orally with complete student participation rather than with a direct lecture by the tutor. During this phase, purposes should be established, typographical and visual aids should be utilized, and the student made aware of how the subsequent material fits into her own background of experience.

SILENT READING

During this phase, the student should read to satisfy the purposes established during the reading readiness period. These purposes should constantly be reviewed in light of the information developed by the silent reading. Betty should expand her own background of experiences during this phase of the reading activity. The tutor should be available to help Betty use her word analysis skills in figuring out unfamiliar words.

COMPREHENSION CHECK

At the conclusion of silent reading, the comprehension check should be directed toward a fulfillment of the initial purposes. In addition, questions testing factual recall, inferential and critical thinking skills, and vocabulary and concept development should be provided at this time. New and expanded understandings should be related and compared with the initial understanding during the reading readiness phase.

ORAL RE-READING

Oral re-reading should be purposefully directed to uncertain areas of understanding and to problems arising in the comprehension check.

FOLLOW-UP ACTIVITY

Follow-up activity could consist of independent work on weaknesses shown in any of the preceding areas. It could also consist of re-reading, additional reading on similar materials, or on further development of comprehension or word recognition skills.

Name: Betty Buick

Subject: Mathematics A

Date of Evaluation: August 25, 1965

Teacher: Mrs. William D. Briddell

		Score	Rank
Diagnostic Test in Arithmetic	3 Quartile	19	23 of 32
Diagnostic Test in Algebra	--	--	--
Final Test in Pre Algebra	4 Quartile	40%	26 of 32

Betty has progressed over the past seven weeks from a very shy, quiet, unresponsive youngster to an interested and concerned pupil. She has done satisfactory work but it has not been outstanding. I believe her reticence impedes her progress. It is a bit difficult to tell whether she understands the material or not, because her facial expression will never show this. The few responses she does give, either by request or voluntarily, are rather hesitant. Her seatwork and home assignments are usually done well, and her test scores are about average.

In her work this fall I believe she will need close observation and guidance. She will need a lot of assistance, but she may not seek this help herself. She lacks aggressiveness but is very cooperative otherwise.

Her competence in mathematics seems to be average. She needs to be encouraged to try harder. She is very anxious to succeed at her school this fall.

Name: Betty Buick Subject: Physical Education

Date of Evaluation: August 21, 1965 Teacher: Miss S. Kay Isaly

It really does break my heart that Betty may not be able to be recommended. She has made such tremendous strides in the water and seems so happy. All along, her quiet determination has kept her working and working and making progress. From the contact that I have had with her, I would certainly recommend her with no reservation at all.

Subject: Physical Education

Date of Evaluation: August 26, 1965 Teacher: Miss Jayne Ackerman

Betty wants very much to enter an independent school in September. If it is at all possible, there is no doubt that she would be working as hard as is possible for her. I leave it to the reading specialists to determine whether or not the burden would be too great for her to carry.

She recently has begun to speak out in class much more than she previously had done so, but there is no noticeable improvement in expression.

FINAL REPORT

Name: Betty Buick Resident Tutor: Virginia Riggs

If Betty failed in a prep school, it would be because of her inability to read and write English with clarity and comprehension. Betty is an example of someone without a native language. Of Puerto Rican parentage, she spoke nothing but Spanish until she went to school. Then, having learned English, which as spoken in her neighborhood, was certainly not good English, she used this with her siblings and the Spanish which she used and uses with her parents became less pure, sprinkled with English vocabulary. This handicap has left Betty unable to communicate adequately in either language, and our particular concern is, of course, for her English.

Throughout the summer Betty's improvement in English has been very slow. In speaking she has no perceptible Spanish accent but her inflection is sometimes awkward, her vocabulary narrow, and her use of slang and poor grammar ever present. This sort of speech looks worse in writing. She writes as she talks and lacks basic command of sentence structure, paragraphing and general organization, particularly in response to a specific question. She seems to find it hard to get to the heart of a question and even to formulate relevant questions herself. In English class she is silent, never voluntarily participating, often failing to give even an "educated guess" when called upon to answer.

In individual tutoring sessions she is somewhat more talkative without the class to inhibit her but even here she is reluctant to try and express herself at length and with more than one adult she becomes quieter again.

As a member of my tutor group Betty has done very well. She has been quiet with adults from the beginning but is always polite and flashes her sweet smile often. With her peers Betty is quite a different person. She showed no shyness with the boys at Dartmouth and had a wonderful time at the dance.

In field hockey and swimming Betty has worked hard with good achievement. She concentrates on the skills, works on them and masters them. She works hard in a study hall also but the results are not correspondingly good.

Perhaps what separates Betty most from the other girls in my mind is that she never complained. She was sometimes reluctant to attempt something unfamiliar but never refused to do it or objected in voice or manner to a decision once made. She is characterized by a cheerful acceptance of what is here to stay and a willingness to receive help for self-improvement.

Betty was extremely upset the night of the closing exercises and cried for a long time, longer than expected for normal "I'm sorry it's all over" reactions. She said nothing to me to explain why she was so unhappy but I suspect she was worrying about whether or not she would be recommended. She wants so much to go on yet is conscious of how poorly she was doing scholastically.

Betty is a lovely girl with a sweet disposition but I must recommend her to Plymouth Rock with grave reservation. In taking her the staff must realize that she will need a great deal of individual help in school, particularly in English. I doubt very much that she could handle either mathematics or English on the eleventh grade level but I see no reason why she should not repeat grade ten and I think she would understand and accept this.

August 30, 1965

Re: Paula Pontiac

NOT RECOMMENDED

Dear Miss Lincoln:

It is with regret that we feel we cannot recommend that Valiant Academy admit Paula Pontiac this fall. We reached this decision after careful consideration but we are convinced Paula is not committed to the program and really does not want to go to Valiant. She prefers being a good student among lesser motivated students to accepting the challenge of a good independent school. Paula is a bright girl and could do well, but unfortunately she hasn't caught fire. She has literally done only enough to get by this summer, and she acts sullen and bored both in class and in social situations. On the positive side we can say Paula has adjusted well to group living but obviously it takes more than that to succeed at Valiant.

We enclose evaluations of her teachers in English, reading, mathematics, and physical education, and of her Resident Tutor, together with samples of her work in her academic subjects. It is our hope that all this will not only give you the rationale behind our recommendation, but also will be helpful to you in planning for Paula's adjustment at Valiant should you decide to take her.

We are sorry we did not reach Paula but we honestly believe she wasted her opportunity here this summer and does not deserve the better chance being offered her at Valiant.

Since the students did not know when they left Mount Holyoke whether they would be recommended to their schools, they will be anxiously awaiting word from you. We would appreciate receiving a carbon copy of your letter to Paula so that we may know your decision.

Sincerely yours,

Mary E. Tuttle
Director, ABC Program

Name: Paula Pontiac   Subject: English

Date of Evaluation: August 25, 1965   Teacher: Miss Elizabeth M. Eidlitz

There is little doubt left in my mind that Paula, deep in her heart, really does not want to go to Valiant. For some time she has tried to rationalize her difficulties and to hide from herself her intellectual lethargy, her lack of commitment to the program.

The fact remains that Paula is a very bright, perceptive, witty youngster who has never "caught fire." She has maintained a passive attitude during class discussions, though she is a sophisticated young lady with considerable conviction. She participated only when called upon, but, if pushed, produced valid answers.

At the start of the program Paula was guarded and even resentful when asked to recite; this attitude has modified to a sort of pleasant, polite indifference. She is very easy on herself, and there is nothing the matter with her work that a little real effort wouldn't cure.

But the preparations of assignments have been as superficial as her written work, where, although she could have, she was too lazy to support her valid generalizations or to struggle over paragraph transitions or to enlarge her vocabulary. She produces what comes easily to her; unfortunately, that includes a certain fluency of expression and maturity of insight which yield tolerable results without challenging her at all.

Paula is like the horse which can be led to water but not forced to drink, or, in her case, not forced to think. She has gone dutifully through motions, but in conference she smiles and shrugs her shoulders when asked for explanation. Her revisions are simply minor corrections to fulfill the letter but never the spirit of the law.

Paula is my biggest failure. With a new start, in a different situation, another teacher might be able to wake her up, to get that good mind functioning. But judging on the basis of this summer's work, I feel that any school which expects to be met halfway in effort is taking a dangerous risk in accepting Paula. I cannot honestly see one promising sign that she regrets her passive approach, that she has learned anything from this experience, that, indeed, she has done any evaluating of herself at all--much less the opportunity which she has wasted.

In view of the fact that those whom I recommend with grave reservation have all shown some change of heart--even at the eleventh hour--, in view of the fact that Paula has shown none, I must regretfully admit that were I the Valiant Academy I would not accept the responsibility for her--no matter how bright she may be and probably is.

Name: Paula Pontiac Subject: English-Reading

Date of Evaluation: August 25, 1965 Teacher: Robert de Vight

Testing Diagnostic Reading Test (Survey Section) Independent School Norms

	Grade	Rate	Story Comp	Voc	Para Comp	Total Comp
Initial (Form A)	9	82	8	27	21	23
Terminal (Form B)		95	11	38	22	24

(Initial Testing Date 7/2/65 Terminal Testing Date 8/21/65

Reading Strengths and Weaknesses

Although Paula was capable of understanding the sentence unit in our daily exercises, she did not function at her capacity. Her comprehension of the paragraph was sporadic and seemed again to be a reflection of the effort she was putting forth rather than any lack of ability. Her skills in outlining and in recognizing the structure of larger prose units seem improved over what they were during the early weeks of the program; however, more work is clearly indicated in this area.

In our work designed to increase her ability for immediate recall of material, she performed below the level of the class, thereby indicating an incomplete attention and concentration. Our daily work consisted of directed reading activities taken from various selections. Whenever the situation was structured, Paula was competent and capable of participating in structured discussions. Her follow-up work was adequate but not as good as was her participation in the structured discussion.

Reading Conclusions and Recommendations

I would like to see Paula implement the following:

1. Practice reading a paragraph attempting to see the organization of its content; look for the main idea and the details which support it.

2. Read for a definite purpose, and try to keep that purpose clearly in mind as she reads.

3. Continue to apply the question technique. Ask herself what the author's purpose is and formulate other questions on the content of each selection after pre-reading and turn the topic sentence of each paragraph into a question.

Name: Paula Pontiac Subject: Mathematics B

Date of Evaluation: 1965 Teacher: Miss Adeline B. Scovil

Pre-algebra Diagnostic Test	23	4th Quartile	
Algebra Diagnostic Test	25	3rd "	Rank 27 of 37
Final Examination	37%	3rd "	Rank 24 of 37

Paula entered the program with little or no background in modern mathematics and, as the diagnostic test score indicates, was weak in arithmetic skills. Perhaps she should have been placed in a pre-algebra section, but her second diagnostic test indicated about average ability in algebra. (The median for the test was 26.)

I feel sure that Paula is a capable girl and that her failure to improve her understanding of mathematics significantly was entirely a matter of attitude. She has shown no interest in class and has put forth little effort. She acted sullen and bored in class and participated only when called upon to do so. Her homework papers were poor, her quizzes unsatisfactory, and she failed to correct all test papers as required.

The fact that she managed to improve her rank in class despite her attitude is evidence of some potential, but she obviously is not committed to the program.

Name: Paula Pontiac Subject: Physical Education

Date of Evaluation: August 25, 1965 Teacher: Miss Jayne A. Ackerman

Paula does not seem to desire to incorporate any changes into her patterns of behavior. Her motivation for improvement appears to be nil. She is certainly anything but a willing participant in class and her facial expression is generally one of distaste for the whole idea.

At times she seems to go out of her way to antagonize the other girls. Evidently they have accepted Paula just as she is, however, for they treat her attacks humorously. It is my opinion that Paula would not be happy in an independent school at this stage of her development.

Subject: Physical Education

Date of Evaluation: August 7, 1965 Teacher: Miss S. Kay Isaly

Paula was not going to learn to swim, she informed me. Quite a challenge! I won.

From the time she experienced success in the water, she's been making good progress. She really tries, has a good attitude, even laughs about the number of times she swallows a mouthful of water.

Since I am no longer a threat to her as "the swimming teacher," we've been getting along fine. I really give her a good deal of credit for the way she's worked in the pool.

FINAL REPORT

Name: Paula Pontiac　　　　Resident Tutor: Susan Waller

In all honesty, I cannot recommend that Paula enter Valiant in the fall. I like her very much, and so do the other members of the group. She is an intelligent girl, who could, if she were motivated, succeed. She has been no problem in group situations, and has adjusted well to living with others. Unfortunately, her attitude and the quality of her academic work indicate that she is not motivated. Her resource person and I have both explained to her that she must make the decision about whether she wants to continue before we ask Valiant to make a decision to accept her. She has now told me that she does not want to go on. She has consulted her mother, who says that she will not push her into going away to school. Paula claims that she does not feel capable of handling the work. I am afraid that she has not even put forth the effort to try to handle it this summer. Therefore, I think that there is no recourse but to return her to her school in New York. At the risk of sounding overly optimistic, I am hoping that this summer (which she has enjoyed) will make her dissatisfied with New York, and that she, like the Dartmouth boy who returned home last summer after ABC, might possibly be placed in a school a year from now. If this is not feasible, I'm fairly certain that Paula still will not be injured from this summer's experience. In fact, she may well achieve success working within the framework and environment to which she is accustomed.

APPENDIX F

DIAGNOSTIC MATHEMATICS TEST I

Do all of your work on this paper. Write your answer in the space given.

1. What is the sum of $3\frac{2}{3}$ and $\frac{5}{8}$? Ans. ________

2. What is the quotient of $\frac{2}{5} \div 1.4$? Ans. ________

3. Multiply 17 by $\frac{3}{4}$. Ans. ________

4. What is the lowest common multiple of 3, 4, 5, and 6? Ans. ________

5. Write the cost in dollars of r ties if each tie costs c dollars. Ans. ________

6. How many pennies are equivalent to d dimes and 3 pennies? Ans. ________

7. What is the product of 0.078 and 0.4? Ans. ________

8. $$\left[\frac{5\frac{1}{2} - 1\frac{1}{3}}{2\frac{1}{4} + \frac{7}{8}}\right]^2$$ Ans. ________

9. Write the number 0.025 as a percent and as a fraction. Ans. ________

____

10. Arrange the rational numbers $\frac{3}{5}$, $\frac{2}{3}$, and $\frac{5}{8}$ in ascending order as they would appear on the number line. Ans. ________

11. What is the simple interest earned on $160 invested for one year @ $3\frac{1}{2}$ % ? Ans. ________

12. Use the numbers p and q to illustrate the commutative law for addition. Ans. ________

13. Which is a true statement $\frac{1}{2} > \frac{1}{4}$ or $\frac{1}{2} < \frac{1}{4}$? Ans. ________

14. If Joe scores 52%, 65%, and 43% on three consecutive tests, what must be the score on the fourth test if the average is to be 60%? Ans. ________

15. Find the prime number p such that 40p is divisible by 12. Ans. ________

16 a. If x + y = 0, how are x and y related? Ans. ____________________

b. If xy = 1, how are x and y related? Ans. ____________________

c. If mx = 3x is true for some value of m different from 3, what is true about x? Ans. ________

d. Use any three numbers to illustrate the associative law for addition. Ans. ____________________

17. If the reciprocal of m is the number n and the reciprocal of n is p, what is the value of p? Ans. ____________________

18. One-eighth is 25% of what number? Ans. ________

19. What number is a multiple of 6 and a factor of 108? (other than 6 or 108) Ans. ________

20. Dividing 3 by $\frac{1}{4}$ is equivalent to multiplying 3 by what number? Ans. ________

21. What property of arithmetic is illustrated by $43(90 + 3) = 43.90 + 43.3$? Ans. ____________________

22. In binary notation, what is the number which follows 10001_{two} ? Ans. ________

23. If $X = y + \frac{m}{t}$ and t is allowed to decrease while y and m remain constant, what can be said about the change in the values of X? Ans. ________

24. What is the greatest common factor of 24, 40, and 120? Ans. ________

25. If 0.20 is equivalent to the ratio $\frac{x}{30}$, what is the value of x? Ans. ________

26. Find the number on the number line which is midway between $\frac{5}{8}$ and $\frac{9}{16}$. Ans. ________

27. If 4 eggs cost 15 cents, how many eggs can be bought for 75 cents? Ans. ______

28. What is the cost of a rug needed to cover a rectangular floor 9 feet by 14 feet if the cost of carpeting is $9 per square yard? Ans. ______

29. A board 36" long is cut into two pieces whose lengths are in the ratio of 7:5. What is the length of the shorter piece? Ans. ________

30. Find $\frac{4}{5}$ of 1% of 125. Ans. ________

31. If A is the set of integers between $3\frac{1}{2}$ and $11\frac{1}{2}$ and B is the set of integers greater than 8, what is the set $A \cap B$?

Ans. ____

32. If 2343 and 342 are numbers written in the base five, write their sum as a number in the base 5. Ans. ________

33. What are the two numbers whose product is 330 and whose sum is 37? Ans. ______

34. Use the base ten to write the number which is equivalent to 323 in the base four. Ans. ________

35. If x is a prime number, then x + 23 is (a) prime (b) even (c) non-prime (d) divisible by 23 (e) none of these. Ans. ________

36. Given an addition table for the elements *, #, $ as shown at the right, what is the identity element?

*	*	#	$
*	#	$	*
#	$	*	#
$	*	#	$

Ans. ________

DIAGNOSTIC MATHEMATICS TEST II

Do all of your work on this paper. Write your answer in the space given.

1. Translate from words to symbols:

(a) 5 less than x (b) one-third the sum of d and e

Answers:
1. a ________
b ________

2. If $x = -2$, $y = -3$, and $z = 0$ evaluate

(a) x^2y (b) $-x^3$ (c) $-y^2$ (d) $2xyz$

Answers: 2. a ________
b ________
c ________
d ________

3. Graph the function $y = -3x + 1$

4. Solve:

(a) $\frac{1}{9}x = 36$ (b) $4x - 5 = 1$ (c) $|x| - 5 = 3$

Answers:
4. a ________
b ________
c ________

5. Eliminate all signs of grouping and combine terms where possible.

$$x - \left\{3 - 2\ [\ x + 5 - (1 - x]\ + 4\right\}$$

Answers:
5.__________

6. Factor each of the following:

(a) $x^2 + x$ (b) $x^2 - 4y^2$ (c) $x^2 - 12x - 45$

(d) $12x^2 - 25x + 12$ (e) $1 - 16a^4$ (f) $ax + by + bx + ay$

Answers:
6.a__________
b__________
c__________
d__________
e__________
f__________

7. For what value(s) of x will the following be true:

(a) $4x - 1 < x + 2$ (b) $|x| \leq 4$

Answers:
7.a__________
b__________

8. Graph the following on the number line:

(a) the whole numbers between 1 and 4 inclusive

(b) the set of numbers between - 2 and 5

(c) numbers greater than $1\frac{1}{2}$

(d) $\{x \mid x + 1 = 3\}$

Answers:
8.a__________
b__________
c__________
d__________

9. (a) Write a formula for the total number of dollars D in c cents, n dimes, and h quarters.

(b) How long will it take a man to drive m miles at the rate of r miles per hour and return at the rate of t miles per hour?

(c) A roll of string will reach f feet. How many rolls of string will be required to reach m feet?

Answers:
9.a__________
b__________
c__________

10. Simplify the following:

(a) $a^3 . a^4$ (b) $a^2 + a^3$ (c) $(3x^2y)^2(2x^2y^0)^3$

Answers:
10.a__________
b__________
c__________

11. (a) Give two irrational numbers whose sum is rational.

(b) Give two different irrational numbers whose product is rational.

(c) Write .3333 . . . as a common fraction.

Answers:
11.a ________
b ________
c ________

12. Given $\frac{x+2}{x}$:

(a) For what value of x will $\frac{x+2}{x} = 2$?

(b) For what value of x will $\frac{x+2}{x} = 0$?

(c) For what value of x will $\frac{x+2}{x} = -1$?

Answers:
12.a ________
b ________
c ________

13. Solve the following quadratic equations:

(a) $x^2 - 4 = 0$ (b) $2x^2 = 6 - x$ (c) $x^2 - x = 5$

Answers:
13.a ________
b ________
c ________

14. Combine the fractions:

(a) $\frac{7}{6c} + \frac{1 - 3c}{3c}$ (b) $\frac{2}{x - 3} - \frac{x + 3}{x^2 - 2x - 3}$

Answers:
14.a ________
b ________

15. Combine the following irrational numbers after simplifying:

$\sqrt{\frac{2}{5}} + \sqrt{490} - \frac{2}{\sqrt{10}}$ Answer ________________

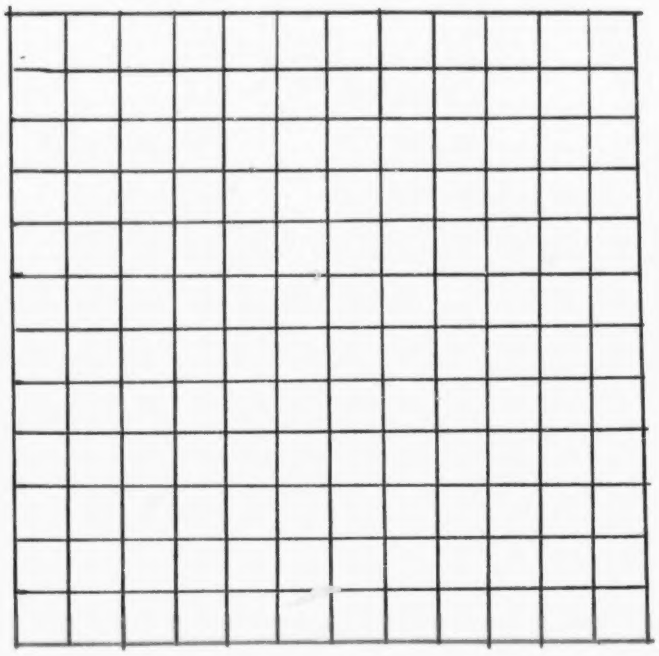
16. If the temperature varies directly as the time, and if the temperature is 30 degrees F. after 20 minutes, what was the temperature after 14 minutes?

Answer ________________

17. How many pints of oil worth 12¢ a pint must be mixed with 100 pints worth 5¢ a pint to produce an oil which can be sold at 7¢ a pint?

Answer ________________

18. Graph the function $f(x) = x^2 + 4x - 11$ and use the graph to approximate the zeroes of the function. (roots of the equation $x^2 + 4x - 11 = 0$)   Answer ________



19. Find the ordered pair (x,y) that satisfies the condition   Answer ________

$2x - y = 11$ and $2y + 3x = 13$.

20. If a boy walks from his home to the next town at 3 mph and returns at the rate of 4 mph, he will take 5 minutes longer than when he goes there and back at $3\frac{1}{2}$ mph. How far away is the next town?   Answer ________

MATHEMATICS A FINAL EXAMINATION
(Pre Algebra)

Directions: You have two hours for this examination. Answer all questions on this paper.

1. Complete the following equations so that each demonstrates a basic principle of the real number system. Name the principle.

   a) $a(b + c) =$

   b) $a \cdot x =$

   c) $(p + q) + r =$

   d) $a + (-a) =$

   e) $\frac{a}{b} \cdot \frac{x}{x} =$

2. Show that the following expressions are equal as indicated:

a) $52_6 = 1012_3$

b) $1234_5 = 194_{10}$

c) $\frac{36}{60} = \frac{27}{45}$

d) $\frac{9000}{.0003} = 3 \times 10^7$

3. Solve the following equations for x, if x is an element of the real number system.

a) $2(x - 3) = 4$

b) $4x - 2x + 3 = -9$

c) $x^2 - 2x = 0$

d) $- \frac{3x}{2} + 1 = -2$

e) $x - 2 = -2 + x$

4. What numbers are represented by each of the following?

a) $6 - 4 \cdot 2 + (-3) + 6 \cdot 1$

b) $2(4)^0 + 3$

c) 30% of 1.01

d) $3(\frac{1}{2} + \frac{1}{3})$

e) $2^3 - 3^2$

f) $\frac{3}{4} - \frac{2}{7}$

g) $1.2 + \frac{3}{10} - \frac{1}{2}$

h) $10^{-3} \cdot 10^5$

i) $\frac{12}{25} \div \frac{3}{5}$

j) $4(10^3) + 3(10^2)$

5. a) Factor completely: 180 and 72.

b) Find the least common multiple of 180 and 72.

c) Define the least common denominator of two fractions.

6. a) Describe the real numbers as the union of two sets.

b) Name two number systems which are proper subsets of the set of integers.

c) List one number which is an element of the set of irrational numbers.

7. Justify each of the following steps of the proof that $7 + (-3) = 4$

a) $7 + (-3) = (4 + 3) + (-3)$ a)

b) $(4 + 3) + (-3) = 4 + [3 + (-3)]$ b)

c) $4 + [3 + (-3)] = 4 + 0$ c)

d) $4 + 0 = 4$ d)

8. Given: $S = \{-5,-4,-3,-2,-1,0,1,2,3,4,5\}$, graph:

a) $x \geq 2$ on the number line

b) $x + 1 < 4$ and $x - 1 > 0$ on the number line

c) $x^2 + 2x = 0$ or $x - 2 = 0$ on the number line

d) $\{(x,y) \mid y = x \text{ and } y = 3\}$ in a plane

e) $\{ (x,y) \mid x + y = 2 \}$ in a plane

9. a) Define the intersection of two sets.

   b) Given: $A = \{R,E,A,D,I,N,G\}$ and $B = \{E,N,G,L,I,S,H\}$
   Find $A \cap B$.

   c) Give an example of an infinite set.

   d) If set X contains 5 elements and set Y contains 7 elements and $X \cap Y$ contains 4 elements, how many elements are in $X \cup Y$?

10. Identify each of the following numbers as rational or irrational and change each rational number to an equivalent fractional form.

    a) .726

    b) .123123...

    c) .012011201112...

    d) $\sqrt{25}$

    e) The ratio of the circumference of a circle to its diameter.

11. The difference in the number of girls who have Mr. de Vight for Reading and Mr. Mead for English is 16. How many students does each teacher have if twice the sum of their students is 104?

12. Emma Willard is twice as far from Mount Holyoke as Miss Hall's. If the distance from Emma Willard to Miss Hall's is 45 miles, how far is it from Mount Holyoke to each of these schools?

13. The average ABC student spends 3/5 of her weekly allowance on hamburgers and cokes. If she spends 1/5 as much on cokes as she does on hamburgers, how much does she spend on each during the course of a two week period?

14. The fourth number in the first Maly Math Mystifier was 31 more than the third number. Find the two numbers if the sum of the numbers was 10 more than 3 times the third number.

15. The sum of the ages of Wigs, King, and Kim is 16 years. If King is six times as old as Kim and Wigs is three years older than King, how old is each dog?

MATHEMATICS B FINAL EXAMINATION
(Algebra)

Directions: You have two hours for this examination. Answer all questions on this paper.

1. What values of x make the following statements true?

   a) $\sqrt[4]{x}$ is a real number.

   b) $|x| = -x$

   c) $y - 3 = y + x$

   d) $\frac{1}{x-2}$ represents a real number.

   e) x^3 is a negative number.

   f) $2^x = 1$.

   g) $.00042 = 4.2 \times 10^x$.

   h) $2 \cdot x = 1$.

   i) $3 + x = 0$.

   j) $2^x = \frac{1}{8}$.

2. Match each statement in column A with an appropriate description in B.

A	B
a) $2y - 4x = 3$	turning point (-2,0)
b) $y = 3$	is $\parallel$ to $x + y = 0$
c) $x \cdot y = 6$	slope = 2
d) $y = 2x^2 + 8x + 8$	direct variation
e) $y \neq x + 2$	has no real roots

2.continued

f) $\frac{x}{y} = 4$

g) $x^2 + y^2 = 36$

h) $3x^2 - 4x + 4 = 0$

i) $y = |x|$

j) $-y = x + 2$

y intercept is 3

range ≥ 0

inverse variation

radius = 6

an inequality

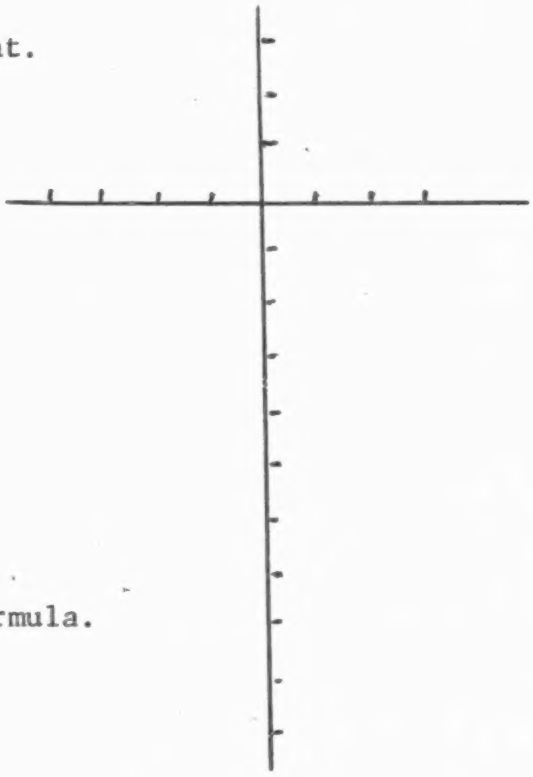
3. Given: $f(x) = x^2 + 2x - 8$

a) Determine f(2) and f(-4)

b) Determine the coordinates of the turning point.

c) Write an equation of the axis of symmetry.

d) Graph the given function.



e) Solve x2 + 2x - 8 = 0 using the quadratic formula.

f) Explain how the roots of $x^2 + 2x - 8 = 0$ are related to the zeros of given function.

4. Find the solution sets and graph in the number system indicated:

a) $|x + 2| \leq 4$ (Integers)

b) $y - 8 < -2$ and $-y \leq -2$ (Natural numbers)

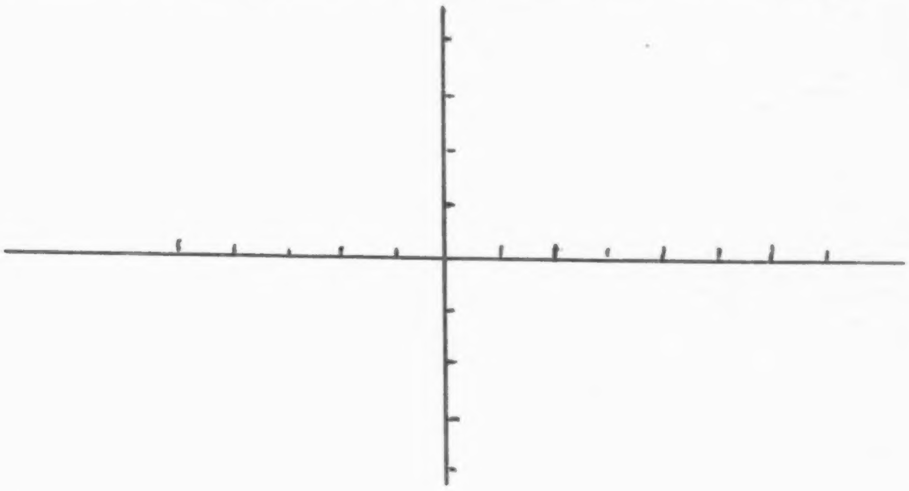
c) $|x| = 2$ or $x^2 - 2x = 0$ (Real numbers)

d) $\frac{0}{x} \leq 4$ or $\frac{x}{2} - 3 = -3$ (Real numbers)

5. How much of a 2 % salt solution must be mixed with a 6% salt solution to get 4 ounces of a 3 % solution?

   a) Solve the given problem using two equations and two unknowns.

   b) Graph your two equations on the same axes to check your solution.



6. When filling the pool in Kendall the depth of the water D varies directly with the length of time T that Miss Isaly has the pumps turned on.

   a) Write an equation to express this fact.

   b) What is the constant of proportionality if the water is 15" deep after two hours?

   c) How long must the pumps work to get the water 5 feet deep?

   d) If a certain amount of chlorine is put in the pool before it is filled and no more is added while the pumps are working, how would the % of chlorine vary with the time the pumps are working?

7. Perform the indicated operation and/or simplify:

   a) $\frac{9x}{3x-12} \cdot \frac{x^2 - 16}{x+4}$

   b) $\frac{2}{y - 3} - \frac{4}{3-y}$

   c) $(3a^x + y)^2$

   d) Factor: $ax^2 - by^2 - ay^2 + bx^2$

   e) Find k so that $x^2 - 5x + k$ is a perfect square trinomial.

7. continued

f) $$\frac{\frac{2}{ab} + \frac{4}{c}}{2(c + 2ab)}$$

g) $$\frac{2}{\sqrt{5} - 2}$$

h) $$\sqrt[2]{M^2} + \sqrt[3]{\frac{A^7}{A^4}} + \frac{2L}{\sqrt[3]{8}} + \sqrt[6]{Y^2 \quad Y^4}$$

i) Show that $x - 3$ is a factor of $4x^2 - 10x - 6$.

j) $\sqrt{108} + \sqrt{363}$

8. Write equivalent expressions so that each of the following states a general principle, definition, or rule of algebra. Name the rule.

a) $(a + b)^2 =$

b) $\frac{a}{b} + \frac{c}{d} =$

c) $(a + c) + b =$

d) $\frac{a}{b} \cdot \frac{x}{x} =$

e) $\frac{a}{b}\left(\frac{c}{d} + \frac{e}{f}\right) =$

f) $x - a =$

g) $a^2 - b^2 =$

h) $xy =$

i) $\frac{x^n}{x^m}$

j) $\sqrt[n]{x^m}$

9. Mr. de Vight likes to take a leisurely walk at 3 miles an hour and return home the same route at a trot of 6 miles an hour. If he wants to spend just one hour for the entire trip, find the greatest distance he may walk.

10. Graph the following pairs of inequalities.

$x + y < 10$

$2x - y \leq 14$